

ALASKAN SCHOOL COUNSELING: CHILD SEXUAL ABUSE CURRICULUM
FOR KINDERGARTEN THROUGH SECOND GRADE STUDENTS

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Alaskan School Counseling: Child Sexual Abuse Curriculum for
Kindergarten through Second Grade Students

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Abstract

This project reviews Erin's Law, a new law passed in Alaska, which requires all school districts to implement a prevention oriented child sexual abuse program in their schools. Existing literature on effective components of school-based child sexual abuse prevention programs is reviewed. Alaskan school counselors will benefit from information regarding child sexual abuse, a list of existing school-based child sexual abuse prevention programs that meet the requirements of Erin's Law, and a set of child sexual abuse prevention lessons relevant for students in grades K-2.

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Alaskan School Counseling: Personal Safety Curriculum for
Kindergarten through Second Grade Students

School counselors in the State of Alaska are required to comply with the national and state standards regarding comprehensive school counseling programs (Alaska School Counselor Association [AkSCA], 2007). A requirement included in the standards is the implementation of personal safety guidance lessons for students. While there are a number of resources available for school counselors to use when teaching about personal safety, recent Alaskan legislation known as Erin's Law (H.R. 44, 2015) is requiring all Alaskan school districts to implement a prevention-oriented child sexual abuse (CSA) program. Although some schools have implemented similar programs in the past, this requirement enhances the need for a curriculum that Alaskan school counselors/teachers can use to educate students in grades kindergarten through twelfth, about CSA prevention. Although the law pertains to grades K-12, this project focuses on primary grades, and more specifically grades kindergarten through second due to young children (aged 0-8) being more vulnerable to experiencing maltreatment (U.S. Department of Health and Human Services [DHHS], 2013) and the difficult task of addressing CSA to them in a sensitive and developmentally appropriate way (Brassard & Fiorvanti, 2015).

Description of Need

Child maltreatment occurs in every culture, socioeconomic level, religion, and ethnicity. It is a global issue that can have profound effects on a child's development (Thompson, Rudolph, & Hendersen, 2011). Physical abuse, neglect, sexual abuse, and emotional abuse are identified in most states as being the four major types of maltreatment. Each type of maltreatment can occur independently or in combination with another (U.S. DHHS, 2013). While all types of maltreatment are recognized as serious problems, this research project will focus on child sexual

abuse prevention education. A child is defined as an individual between the ages of 0-17 years old (U.S. DHHS, 2013). Child sexual abuse (CSA) is defined by Townsend and Rheingold (2013) as:

any sexual act between an adult and a child, or between two or more children, when one exerts power over the other; forcing, coercing or persuading a child to engage in any type of sexual act; and non-contact acts such as exhibitionism, exposure to pornography, voyeurism, and communicating in a sexual manner by phone or internet. (p. 7)

Every eight minutes in the United States, the Office of Children's Services (OCS) responds to a report of CSA (U.S. DHHS, 2013). It is estimated that one in ten children will be sexually abused before the age of 18 and of the children who are sexually abused, 20% are abused before the age of eight (Townsend & Rheingold, 2013). An alarming statistic indicates that approximately 90% of children who are victims of abuse know their abuser (U.S. DHHS, 2013), and yet the harsh reality is that many children who have been sexually abused will never report the abuse. Abuse is not reported for multiple reasons including threats and/or manipulation by the abuser. As a result, most cases are never reported to the police, indicating that CSA is much more prevalent than statistics report (Townsend & Rheingold, 2013; U.S. DHHS, 2013).

Alaska has some of the highest per capita rates of child maltreatment in the nation. It has been estimated that the Alaska rate of reported and substantiated child maltreatment is 1.7 times the national rate (Alaska Children's Justice Act Taskforce [ACJAT], 2011). During the years of 2007-2008, approximately six in every 100 Alaskan children were documented as potential victims of at least one form of child maltreatment and nearly 24 children per week had concerns for sexual abuse (ACJAT, 2011).

Consequences of Child Sexual Abuse

Child sexual abuse may cause serious short or long-term problems (Thompson et al., 2011). Outcomes tend to be poorer for those who suffered more severe abuse. Factors such as the child's age when abuse occurred, the frequency of the abuse, if it involved penetration, the relationship to the abuser, and the support a child received after disclosure of the abuse all contribute to how a child will function following the abuse (Kipp & Shaffer, 2014; Thompson et al., 2011). Sexual abuse involves a violation of trust and involves deception, intrusion, and exploitation of a child's innocence. Children who have been sexually abused commonly have feelings of guilt, worthlessness, anger, confusion, and fear (Kipp & Shaffer, 2014; Thompson et al., 2011).

Children who have experienced sexual abuse experience higher rates of depression, anxiety disorders, antisocial behavior, substance abuse/dependency, delinquency and crime, teen pregnancy, and attempted suicides (Kipp & Shaffer, 2014). A study conducted by Fergusson, Boden, and Horwood (2008), found that even when controlling for other life experiences known to be associated with negative mental health outcomes, child sexual abuse accounted for 13% of the mental health problems experienced by participants in the study.

Children who have experienced CSA are more likely to display behavior problems including physical aggression, non-compliance, and opposition (Barrett, 2011; Kipp & Shaffer, 2014). Sexual behavior problems and over-sexualized behavior is a common consequence and warning sign of CSA. Sexually abused children tend to perform lower on tests measuring cognitive ability, memory assessments, and academic achievement. They are more likely to qualify for special education services, have lower grades, and have a hard time adapting to school compared to their non-sexually abused peers (Barrett, 2011; Kipp & Shaffer, 2014).

Specific issues to consider include post-traumatic stress disorder (PTSD) and the potential societal costs of the abuse.

Post-traumatic stress disorder. Children who have been sexually abused may show signs of PTSD. A study conducted by Dube and colleagues (2005) found that 80% of children who have been sexually abused have some symptoms of PTSD. The DSM-5 defines three major identifying clusters for PTSD: (1) re-experiencing of the traumatic event or stress; (2) avoidance or withdrawal from specific situations or reminders of trauma; and (3) arousal, which presents as irritability, difficulty concentrating and/or hyper vigilance (American Psychiatric Association, 2013). When children experience trauma early in life, these symptoms have extra significance. In childhood, the sympathetic nervous system (SNS) has not fully matured and children are still developing a sense of self and others (Goldfinch, 2009; Perry & Hambrick, 2008). When humans are put in threatening situations, the SNS self-regulates by telling the brain to either fight or flee from the threat. When children are exposed to either chronic or episodic trauma, their stress-response system reacts, and it is common that they never leave their hyper-aroused state. Children who are hyper-aroused are anxious, fearful, and always looking for potential threats in their environment. They are in a constant “fight or flight” state of being (Perry & Hambrick, 2008). Alternatively, children exposed to trauma can also react by having a dissociative response to the threat. Children who disassociate enter into a detached, avoidant state. They withdraw from the outside world and focus on their inner self.

The stress-response system prepares the body for survival by releasing endogenous opioids that kill pain and produce a calm, distant state from the threatening situation. In extreme cases of maltreatment, children can experience both hyper-arousal and disassociation (Perry & Hambrick, 2008). The stressful effects children experience from trauma and maltreatment can

impair other areas of development (e.g., cognitive, physical, social-emotional, and behavioral). However, not all children will share the same experience. Resilient children may not suffer serious consequences, whereas other children with the same experience may be highly traumatized (Goldfinch, 2009; Perry & Hambrick, 2008).

Societal costs. Not only does child maltreatment affect the victims personally, it affects society as a whole, both directly and indirectly (Gelles & Perlman, 2012). Direct costs include hospitalization, mental health, chronic health problems, the child welfare system, law enforcement, and the judicial system. Indirect costs of child maltreatment are costs associated with the consequences of the maltreatment. These costs include special education services, mental health and health care, juvenile delinquency, long-term foster care, lost productivity, and adult criminality costs. Prevent Child Abuse America reported that the combined direct and indirect financial costs associated with one year of confirmed cases of child maltreatment in the United States is approximately \$80 billion (Gelles & Perlman, 2012).

In order to prevent CSA from occurring, both children and adults need to be educated on what CSA is and how to recognize it. A common educational strategy used to educate children on CSA is through school-based prevention education programs. Erin's Law recognizes the need for CSA education as a primary prevention (Merryn, 2013).

ASCA and Alaska's Standards

By law, children are required to receive a free, appropriate public education in the United States (U.S. Department of Education, 2004). Therefore, a school setting is often the first place where a child's concerns are recognized and addressed (Barrett, 2011).

The American School Counseling Association (ASCA) created the ASCA National Model as a framework for comprehensive, data-driven school-counseling programs. The

framework consists of four components: foundation, delivery, management, and accountability (ASCA, 2012). If implemented into school counseling programs, the National Model has the potential to improve student achievement. The National Standards for Students serves as the foundation component of the model and addresses what knowledge and skills students should be able to demonstrate in developmental areas of academic, personal/social, and career (ASCA, 2012).

The Alaska School Counselor Framework and Alaska Performance Standards for School Counselors were created based on the ASCA National Model to help guide school counselors in their work (ASCA, 2007). Alaskan elementary school counselors have long been educating their students about personal safety through classroom guidance lessons. CSA education is a component that has been included in the personal safety lesson. Through personal communications, it can be understood that Alaskan elementary school counselors give a personal safety lesson once a year to students. Before giving the personal safety lesson, an informative notice is sent to parents, which includes the option to opt their student out of the personal safety lesson. This procedure is one that Fairbanks North Star Borough School District (FNSBSD) elementary school counselors have followed because it was either taught to them as an intern and/or a directive was given by an administrator to do so based on specific school policy. While there are many personal safety curriculums available, the Alaska School Counselor Association and ASCA do not endorse a specific curriculum. Alaska school counselors are often the ones who seek curriculum to ensure its applicability to their student population. According to Debra Hart, a school counselor for over ten years, many of the current lessons being used are outdated and fail to cover important aspects of child sexual abuse prevention education such as grooming behaviors or a parent involvement component (personal communication, January 25, 2016).

Recent legislation in Alaska is requiring all school districts to address personal safety education and more specifically, CSA prevention education in schools. A combination of the problems associated with child sexual abuse, recent legislation changes in Alaska, and a need for updated curriculum suggest a need for further research.

The purpose of this research project is to assist in gathering resources that will meet the requirements listed under Erin's Law. The following question will be addressed: What curriculum/lesson components are needed to meet the requirements listed under ASCA national standards and Erin's Law when teaching students in grades kindergarten through second about child sexual abuse awareness? By answering this question, Alaskan school counselors will benefit from a list of existing CSA prevention programs that meet the requirements of Erin's Law, and a set of CSA prevention lessons relevant for students in grades K-2.

Literature Review

Erin's Law requires all school districts to implement a prevention-oriented child sexual abuse program, which teaches students in grades K-12, school personnel, and parents/guardians about recognizing the signs of child sexual abuse and what to do if they, or someone they know, are a victim (Merryn, 2013). Erin's Law is a new piece of legislation in Alaska and the first issue discussed in the review of the literature. Following, the theoretical models in which this research project is based, essential CSA curriculum components, the need for culturally relevant programs, and a review of existing CSA prevention programs for grades K-2 will be discussed.

Erin's Law

Erin's Law is named after Erin Merryn, a social worker and advocate for child sexual abuse prevention. Merryn is a survivor of child sexual abuse. At age 6, she was raped by her friend's uncle at a sleepover and at other times during several later visits. Later, from ages 11 to

13, Merryn was repeatedly assaulted, this time by her cousin. Merryn was threatened physically and emotionally by both of her abusers, which kept her from reporting the abuse (Merryn, 2013). Finally, in 1998, at the age of 13, Merryn reported the abuse after discovering that their cousin was also abusing her younger sister. In Merryn's book, *An Unimaginable Act* (2013), she states, "if someone would have talked in school about safe touch and unsafe touch, I believe I would have spoken up as a child and not been victimized over and over again for years" (p. 134). Merryn's own traumatic experiences influenced her to become a passionate and determined advocate for child sexual abuse. Merryn's self-proclaimed, "purpose in life" was to get a law passed to protect and educate children from sexual abuse. In 2010, Merryn made a decision to resign from her position as a youth and family counselor in order to fully pursue the law that would later be known as Erin's Law. In the same year, Merryn wrote to every state senator in Illinois about her vision of Erin's Law and the importance of educating children about sexual abuse in schools. She acted upon every chance she was given to speak about her vision. Her advocacy caught the attention of an Illinois state senator, Tim Bivens who agreed to draft a bill to the senate. Bivens and Merryn worked together and the bill was passed by the Senate and then by the House of Representatives. On January 24, 2013, Illinois Governor Patrick Quinn signed the Erin's Law bill, which mandated child sexual abuse prevention education in schools.

Merryn's goal is to have all 50 states pass Erin's Law (Merryn, 2013).

In June 2015, Erin's Law was introduced at the federal level with the support of senator Kirsten Gillibrand. It was introduced as a bill to amend the Elementary and Secondary Education Act of 1965 to authorize the child sexual abuse prevention programs in schools (Congress.gov., 2015). If passed as a federal law, states could use federal dollars to fund Erin's Law in schools. Currently, Erin's Law is an unfunded mandate. It is a law that is beneficial for children, parents,

educators, and communities, however, it asks for no funds to be designated. The majority of the states that have passed the law have delegated the implementation and funding of Erin's Law to their state's Department of Education (Congress.gov., 2015; National Conference of State Legislatures [NCSL], 2015).

Current Status of Erin's Law in Alaska

Erin's Law requires all school districts to implement a prevention-oriented child sexual abuse program, which teaches students in grades K-12, school personnel, and parents/guardians about recognizing the signs of child sexual abuse and what to do if a child, or someone they know, is a victim (Merryn, 2013). As of August 2015, twenty-six states have enacted legislation to either study or develop age-appropriate child sexual abuse prevention curricula for children, teachers, and parents/guardians. Nineteen states have addressed Erin's Law in the passing of a state statute (NCSL, 2015).

On June 11, 2015, Alaska Governor Bill Walker signed the Alaska Safe Children's Act which is a section included in House Bill 44 (H.R. 44, 2015). Erin's Law is reflected in the Alaska Safe Children's Act. Also included in HB 44 is the requirement to establish the Alaska Safe Children's Act Task Force. The task force was created in the Department of Education and Early Development (DEED) for the purpose of providing recommendations to the DEED regarding model prevention-oriented curricula that Alaskan school districts could use. The task force has until June 30, 2016 to provide the DEED with a report regarding model curricula. Alaskan school districts must comply with the Alaska Safe Children's Act by June 30, 2017.

On March 25, 2015, the FNSBSD adopted policy 1068 titled, Erin's Policy for a Child Sexual Abuse Prevention and Education Program (FNSBSD, Administrative Regulations, 2015). The FNSBSD Director of Curriculum and Instruction commented that, "the school district is in

the beginning phase of researching curriculum that aligns with the content requirements of the law” (personal communication, M. Hadaway, September 26, 2015). The early adoption of a policy incorporating Erin’s Law suggests that the FNSBSD places high value on CSA prevention education.

Alaska Safe Children’s Act Task Force

The Alaska Safe Children’s Act Task Force is in the process of researching CSA prevention programs that are age-appropriate for Alaskan students, as well as staff training materials. In addition, they are researching applicable curricula for suicide prevention training, dating violence and abuse awareness training and prevention, alcohol and drug abuse education, and alcohol and drug related disabilities training required for teachers and staff; all of which are included in House Bill 44 (H.R. 44, 2015). The task force’s efforts will provide Alaskan school districts with curricula recommendations but as of February 2016, not with funds to support these programs. According to DEED Commissioner Mike Hanley, the task force is looking into grants that could be used to support the programs needed under the Alaska Safe Children’s Act (personal communication, February 1, 2016); however, it is too early in the legislative session to know if grants will be received and if so, how they would be delegated.

The State of Alaska is currently facing a major fiscal deficit. Alaska Legislators are in session and determining operating budgets for fiscal year 2017. Based on a number of calculations, the DEED determines how funds are distributed throughout Alaskan school districts. Proposed budgets infer what projected operating costs will look like for the upcoming fiscal year. School districts around Alaska are working under these proposed costs and allocating funds where it is deemed most appropriate. Unfunded mandates such as The Alaska Safe Children’s Act are particularly concerning when school district budgets are discussed. School

districts are not required to comply with the Alaska Children's Act Task Force's curricula suggestions; they can choose to go their own way as they see fit while still meeting the Alaska Safe Children's Act requirements (Alaska State Senator B. Gardner, personal communication, February 1, 2016)

Theoretical Base

Maslow's Hierarchy of Needs suggests that all human beings are motivated by similar needs and impulses (Harper, Harper, & Stills, 2003). The basis of this theory is that all humans are motivated by unsatisfied needs and that certain lower needs must be satisfied before higher needs are satisfied. The five inherent needs include physiological needs, safety needs, love and belonging, self-esteem and lastly, the highest need, self-actualization. Once an individual's physiological needs have been met, he or she seeks to establish safety, stability, and protection. Children often look to their parents or guardians to establish safety and security (Harper et al. 2003; Taormina & Gao, 2013). For example, infants who fear falling from their parent's arms may exhibit an overt danger reaction (e.g., crying) because they feel the situation is threatening. They react in a developmentally appropriate way in order to establish safety. Reactions can be instinctive to facilitate survival in situations that are perceived as dangerous. Examples of things that could satisfy safety needs include a place where one can feel safe from harm (e.g., a home where a person feels protected from domestic violence), a guardian, or someone who can be relied on for help (e.g., police), an ethical legal system, and more abstractly, structure or stability in one's life (Harper et al., 2003; Taormina & Gao, 2013).

Children are usually raised by their parents and families who provide basic necessities (e.g., food) and protection (e.g., shelter) for survival, growth, and development (Taormina & Gao, 2013). In addition to satisfying physiological and safety-security needs, the family also (to

varying degrees) provides love and emotional support to a child, which partially satisfies the need for love and belongingness. Family can also provide positive regard for a child, which cultivates self-esteem. Along this idea, children who are raised by caring, supportive families tend to have higher self esteem and be more outgoing and able in social activities, which could earn them more respect from others, which in turn increases their self esteem needs. When these needs are sufficiently met, a person will be more able to obtain self-actualization. Therefore, the more emotional family support a child receives, the better they will be able to satisfy their physiological, safety-security, love and belongingness, esteem, and self-actualization needs (Harper et al., 2003; Taormina & Gao, 2013). In contrast, when these needs are not met, such as when a child is a victim of CSA, it hinders children from reaching higher needs of development.

Bronfenbrenner's ecological systems theory. Urie Bronfenbrenner's Ecological Systems Theory acknowledges environment as directly affecting development. Bronfenbrenner's theory consists of five levels of interaction: the microsystem, the mesosystem, the exosystem, the macrosystem, and the chronosystem (Bronfenbrenner, 1979). Every child lives within the levels of influence with each level signifying a different kind of impact on the child. The microsystem refers to the relations between the child and their immediate surroundings, the mesosystem includes the connections among the child's immediate settings (i.e., family, day-care center), the exosystem to social settings that affect but do not directly involve the child (i.e., neighborhood, community health and welfare services), and the macrosystem to the overarching ideology of the culture the child lives (i.e., laws, customs). The chronosystem refers to all experiences a person has over their lifetime including environmental and historical events over time (Bronfenbrenner, 1979). Culture, a complex and encompassing factor, covers all of the interacting levels. This

infers that in order to understand a child's world, the culture of the child must be considered (Grauerholz, 2000).

For children who experience maltreatment, their safety-security needs are threatened. Not being able to obtain this need hinders children from reaching higher needs of development (Taormina & Gao, 2013). Young children are more vulnerable to experiencing maltreatment because they are less able to self-regulate and more dependent on their environment for protection (Goldfinch, 2009). It is imperative to consider a child's individual needs as well as their culture when educating and protecting children from child sexual abuse.

A growing trend across literature and research on CSA prevention shows that solely educating a child on CSA prevention is not enough. A systems approach, one that educates parents/guardians and community members on CSA prevention has a better chance of truly preventing CSA from occurring (Brassard & Fiorvanti, 2015; Kenny et al., 2008; Travers, 1999; van Dam, 2001). Protecting children from abuse is an individual and community responsibility, which will be discussed in the following sections.

Child Sexual Abuse Prevention

In reaction to the issue of child sexual abuse, prevention efforts can be understood on multiple levels. Gerald Caplan's (1964) concepts of primary, secondary, and tertiary prevention efforts were originally introduced for use in the public health context but have been influential in developing prevention models. Primary prevention of child sexual abuse involves stopping the abuse before it happens. School-based programs are the most common form of educational strategies to prevent CSA and are categorized as primary prevention (Anderson, 2014). The most effective school-based CSA prevention programs for elementary school aged children include the following components: (1) children as physically active participants, (2) combine techniques

of modeling, group discussion, and role-playing/rehearsal, (3) are at least four to five sessions long, (4) are developmentally appropriate for students, (5) incorporates parent involvement into prevention efforts, (6) and have evaluation of effectiveness built in (Brassard & Fiorvanti, 2015; Fryda & Hulme, 2015; Topping & Barron, 2009).

Secondary prevention efforts aim to reduce the short term problems associated with CSA. Improving how people and social services respond to survivors, ensuring that survivors have access to healthcare and/or legal care, and reducing the stigma associated with talking about child sexual abuse are categorized as secondary prevention. Primary prevention is intended for the general population whereas secondary prevention targets those with a greater risk for maltreatment (Anderson, 2014; Caplan, 1964).

Tertiary prevention focuses efforts on those who have already been harmed or those who have been perpetrators of abuse. Mental health services to prevent the long-term consequences of child sexual abuse and interventions used to prevent perpetrators from reoffending are common types of tertiary prevention (Anderson, 2014; Caplan, 1964). State and federal funds that are spent towards sex offender registries and community notification laws, are labeled as tertiary prevention efforts. Despite the lack of empirical evidence and high costs to implement the registries and notification laws, the public and policy makers have focused largely on taking action towards perpetrators (Anderson, 2014).

Prevention Evidence

CSA prevention programs have been criticized for lack of evidence supporting whether they actually prevent sexual abuse from occurring. Current research on CSA prevention programs indicate how well programs prepare students with prevention knowledge and skills, but the results are inconclusive if the actual risk/likelihood of CSA has been reduced or if instances

of abuse were truly prevented. Traditionally, CSA prevention programs have used a risk reduction approach, one that educates children on CSA and provides them with skills to reject and report abuse. While research shows that CSA risk reduction efforts are effective amongst children, additional research is needed to determine whether prevention efforts have an effect on rates of child sexual victimization (Anderson, 2014; Townsend & Rheingold, 2013).

Erin's Law requires that children, parents/guardians, and school personnel be educated on CSA prevention (Merryn, 2013). This multi systems approach has a better chance of creating a culture of awareness and contribution to the decrease of incidences of CSA in the larger social context (Anderson, 2014; van Dam, 2001). Erin's Law has the potential to stop the perpetration of CSA before it occurs by implementing awareness outreach among many systems, not just to children (Anderson, 2014). For the purpose of this research paper, CSA prevention programs can be understood as efforts made to strengthen protective factors against CSA. School-based CSA prevention programs should be viewed not as the solution to the problem of CSA, but rather a foundation that provides children with the knowledge and skills for CSA prevention. In order to prevent something from happening, individuals must be educated on the matter (Anderson, 2014; van Dam, 2001). In reducing the incidences of CSA, an integrated framework with community-focused prevention strategies, political protection and support, and parental involvement would appear to be essential. Erin's Law is one step in the right direction to truly preventing CSA from occurring (Anderson, 2014).

Curriculum Components

The development of child sexual abuse prevention programs began in the 1980s in the United States (Anderson, 2014). Comprehensive meta-analyses were conducted at the time to reveal the most effective programs; many of the programs covered all types of abuse as well as

abduction education. In the early 1990s, researchers broadened their focus from CSA to also include prevention programs for physical abuse, stranger danger, and combined abuse types (Anderson, 2014). Although it has been decades since the implementation of CSA prevention programs in schools, effectiveness requires ongoing review (Anderson, 2014; Brassard & Fiorvanti, 2015; Kenny et al., 2008). The following sections will review essential CSA curriculum components and considerations, which include: curriculum content, presentation delivery, developmental level, curriculum duration/repeated exposure, family involvement, and an evaluation component.

Curriculum Content

CSA prevention programs generally have three main goals: to teach children to recognize CSA, to give them the skills to avoid abuse, and to encourage them to report abuse if they have experienced, are experiencing, or may experience it in the future (Brassard & Fiorvanti, 2015; Topping & Barron, 2009). These goals are addressed through the content presented in the programs. Content categories of CSA prevention programs for children most often include, the abuse spectrum, body ownership, grooming behaviors, safe and unsafe situations, saying no and assertiveness, telling adults and not keeping secrets, and types of touches (Brassard & Fiorvanti, 2015; Topping & Barron, 2009). Descriptions of the content categories are available in Table 1.

Table 1.

Categories of Learning Content of School-Based CSA Prevention Programs for Children

Category	Learning Content
Abuse spectrum	Prevention of childhood abuse including CSA
Body ownership	Information about the body (e.g., the identification of “private parts” and rights children have of their bodies)

Grooming behaviors	Identifying ways CSA perpetrators prey on children and the common tactics they use
Safe and unsafe situations	Identifying circumstances or environments where children may find themselves in danger of being abused
Saying no and assertiveness	Empowerment of children to refuse advances from potential perpetrators
Telling adults and not keeping secrets	Disclosure of abuse or potential abuse to a trusted adult and the importance not keeping certain secrets from adults
Types of touch	Different types of touches a child may encounter, identifying appropriate touch from inappropriate touch

Recent meta-analyses and reviews of the literature report that the majority of existing CSA prevention programs are multifocused, addressing from two to six content categories. Fryda and Hulme (2015) and Topping and Barron (2009) report that the content categories most frequently used were telling adults and not keeping secrets, types of touches, and saying no and assertiveness. Content categories least used are safe and unsafe situations and grooming behaviors. These findings suggest that while programs may be multifocused, there is a need for CSA prevention programs to be more comprehensive in nature. Due to the complexity of CSA and the potential for information to be misinterpreted, addressing all content areas listed in Table 1 is imperative for meeting the goals of CSA prevention programs. Due to the lack of grooming behaviors being discussed in existing CSA prevention programs (Fryda & Hulme, 2015; Topping & Barron, 2009) and the need for students to be educated on grooming behaviors in the FNSBSD (personal communication, M. Hadaway, September 26, 2015), the following section will discuss grooming behaviors often engaged in by CSA perpetrators.

Grooming behaviors. Approximately 90% of CSA victims know who their perpetrator is before the abuse occurs. Of children who are sexually abused, 30% experience the abuse by a family member while approximately 60% are abused by someone the family knows and trusts (Darkness to Light, 2013). While educating children on the importance of not talking to strangers is a valuable skill, perpetrators of CSA are typically not strangers to their victim(s). Therefore, describing perpetrators solely as strangers is ineffective and can be a potentially dangerous approach to take with children. Perpetrators of CSA often engage in a type of seduction stage, commonly called “grooming” but also known as “luring,” “entrapment,” or “subjection” preceding the actual sexual abuse. Grooming is defined by Craven, Brown, and Gilchrist (2006) as:

A process by which a person prepares a child, significant adults and the environment for the abuse of this child. Specific goals include gaining access to the child, gaining the child’s compliance and maintaining the child’s secrecy to avoid disclosure. This process serves to strengthen the offender’s abusive pattern, as it may be used as a means of justifying or denying their actions. (p. 290)

Although all perpetrators of CSA have their own unique way of gaining access to their victim(s), there is recognition of the stages of grooming in the literature. van Dam (2001) acknowledges that the grooming process first begins with an individual’s sexual attraction to children. Next, in order to overcome social norms against engaging in a sexual act with a child, perpetrators justify their sexual interest in children to themselves. Following this justification, the perpetrator will work to groom the adult community. In some cases, in order to gain access to their victim(s), perpetrators will integrate themselves into a community where they are likely to meet children. Perpetrators will befriend their potential victim(s) significant others (e.g., parents, caretakers,

teachers, etc.) with the intention to create an opportunity to access and abuse a child or children. Perpetrators often come across as charming, helpful, and have an insider-like status in the system they are grooming. The perpetrators goal is to gain trust within their victim(s) environment and maintain that trust. Often they will behave in an exemplary way to alleviate possible suspicions or concerns (Bennett & O'Donohue, 2014; van Dam, 2001).

There are a number of psychological techniques that perpetrators may use to help gain adult acceptance. The “foot-in-the-door” technique involves getting a person to agree to a larger request by first having them agree to smaller requests. For example a perpetrator may show up unannounced to a child’s birthday party and start playing party games with children. Parents may feel uncomfortable to ask the person to leave and therefore have subtly cooperated with the perpetrator (Bennett & O'Donohue, 2014; van Dam, 2001). From then on, it would be easier for the perpetrator to gain access from parents to spend time with children. Cognitive dissonance can also occur as parents will try to make their beliefs about the perpetrator congruent with their actions of letting their children around him or her. Lastly, parents will tend to only accept information that confirms their existing beliefs about the perpetrator, which is a cognitive tendency known as confirmation bias (Bennett & O'Donohue, 2014; van Dam, 2001).

After grooming the adult community, perpetrators will then engage in grooming their victim(s). This grooming is typically identified as a five-step process where the perpetrator (1) first identifies a vulnerable child, (2) then engages the child in peer-like involvement, (3) desensitizes the child to touch, (4) isolates the child, and (5) then makes the child feel responsible (van Dam, 2001).

Young children are especially vulnerable because they may not have the knowledge or language to understand or tell what is happening to them. Children who rely on their abuser to

meet their needs (i.e., physiological needs, safety, love and belonging, etc.) are also perceived as being especially vulnerable to their abusers demands (van Dam, 2001). Vulnerable children can further be identified as those with low self-esteem, appear lonely or longing for attention, or who are eager to please adults. Perpetrators are likely to target children who appear to be a lower risk for exploiting the perpetrator (Bennett & O'Donohue, 2014; van Dam, 2001).

Once the vulnerable child has been targeted, the perpetrator will act in a way that resembles the way a peer would interact with a child, rather than how an adult would. Perpetrators of CSA often describe that they get on a child's wavelength and enjoy playing with children (van Dam, 2001). This behavior secures a close relationship, which then leads into a blurring of boundaries between appropriate and inappropriate touching. A perpetrator may start by putting their arms around a child or engaging in tickling games, these actions establish and normalize body contact. From there, the perpetrator will advance with appropriate and inappropriate touching, which desensitizes a child to touch. Desensitizing a child to touch works in the perpetrators favor because it confuses a child from realizing that the contact is sexually abusive (van Dam, 2001).

The next step a perpetrator will take in their grooming process is to isolate their victim from disclosing the abuse. Often times the perpetrator will simply tell their victim that what happens between them is, their secret and to not share it with others. Perpetrators may also threaten their victims from disclosing by claiming that something bad will happen as a result of disclosure. The deception that is involved in maintaining secrecy also creates isolation. If a child does not disclose the abuse after the first incident, it helps to further isolate the child from disclosing (Travers, 1999; van Dam, 2001).

Making a child feel responsible for the abuse is the fifth step in the five-step grooming process. Victims of CSA often assume that their behavior is responsible for the abuse. van Dam (2001) quotes a convicted CSA perpetrator, which highlights how a child victim may feel responsible:

Remember, in a child's mind they think they are as guilty as I am. They think other little boys and girls don't do this, so they must not be good children. They are overwhelmed with the shame much of the time, and simply comply with the wishes of the adult. (p. 113)

Furthermore, a child may feel guilty for becoming sexually aroused during the abuse. Arousal may be interpreted by the child as a result of something wanted and thus incur self-blame (Travers, 1999; van Dam, 2001). The grooming process itself further reinforces a perpetrators actions and often provides justification to the perpetrator that the abuse is okay and that reoffending is appropriate despite societal norms (Travers, 1999; van Dam, 2001).

Grooming is often a long and subtle process where a perpetrators goal is to manipulate a child into taking part in sexual activities and to not disclose (Travers, 1999; van Dam, 2001). The relationship between the perpetrator and child is significant. Family members who abuse usually have less "grooming" to do because of the existing relationship with the child. Additionally, neighbors, friends, or babysitters may not engage in as much grooming due to the existing proximity to the child and their status as a trusted person within the family (Travers, 1999). The relationship a child has to their perpetrator often influences whether a child will disclose the abuse or not (Travers, 1999). Research shows that the younger the victim, the more likely the perpetrator is a family member. A report of perpetrator characteristics reveals that of those sexually abusing children under the age of six, 50 percent were family members to their victim

(Darkness to Light, 2013). This reality creates an additional obstacle when educating children on CSA. No longer should perpetrators be identified as strangers or, even as people outside of their family system (Bennett & O'Donohue, 2014; Craven et al., 2006).

Presentation Delivery

An additional essential feature of effective school-based CSA prevention programs involves the way in which content is presented to elementary-aged children. CSA prevention program reviews conducted by Brassard and Fiorvanti (2015) and Topping and Barron (2009) found that most effective programs incorporate active participation from children. Active participation can include a variety of activities that engage children verbally and/or physically in the learning process. Behavioral learning techniques such as skills practice/rehearsal and roleplaying allow children to actively practice how to respond in potentially dangerous and abusive situations. Brassard and Fiorvanti (2015) report that CSA prevention programs that utilize behavioral modeling techniques are more effective with children in grades K-3. Young children retain more knowledge and master skills better when CSA prevention programs involve the (1) presenter modeling, (2) children participating in active rehearsal, (3) followed by social reinforcement, and positive feedback. Additionally, group discussion between the presenter and children is a verbally active technique that is commonly used throughout CSA prevention programs (Brassard & Fiorvanti 2015; Topping & Barron, 2009).

Techniques that do not involve children in verbal or physical participation are passive in nature. These techniques include (1) modeling done by the presenter (e.g., plays and puppet shows), (2) videos, books, and picture cards about CSA prevention, and (3) lectures where the presenter does not engage children in a discussion. CSA prevention programs that include a variety of activities have the most effective outcomes, especially with younger children

(Brassard & Fiovanti, 2015; Topping & Barron, 2009). Programs that strictly utilize passive learning techniques such as watching the presenter practice skills, listening to a lecture, or watching a film were found to be less effective (Topping & Barron, 2009). In addition, programs that incorporate a variety of activities are more likely to attend to a range of individual learning styles. Yang, Hwang, and Yang (2013) indicate that teaching to a variety of learning styles throughout a lesson is the best way to increase student understanding. Learning styles that are most commonly integrated into lessons are: bodily-kinesthetic, intrapersonal, interpersonal, linguistic, logical-mathematical, musical, and spatial (Kipp & Shaffer, 2014). Incorporating a variety of activities into lessons is the best way to reach diverse learning styles (Yang et al., 2013) and is more likely to produce effective CSA prevention knowledge gains and skills retention (Topping & Barron, 2009).

Developmental Level

Several studies have considered how the age of a child influences the ability to retain knowledge from CSA prevention programs. Relevant research repeatedly concludes that CSA prevention programs are more effective with older children compared to younger children. However, young children can benefit and learn from programs when they are developmentally appropriate (Brassard & Fiorvanti, 2015; Kenny et al., 2008; Topping & Barron, 2009). Kenny et al. (2008) suggests that programs for younger children should avoid abstract concepts, provide multiple opportunities to practice skills, use stimulating materials, and more repetition. Additionally, due to the egocentrism of younger children, and the tendency to blame themselves, it is especially important they be reassured that abuse is not their fault (Kenny et al., 2008; Topping & Barron, 2009).

Program Duration/Repeated Exposure

CSA prevention programs that are taught only one time and in only one setting are not as effective as programs taught in a variety of settings and over many sessions (although more than half of the existing CSA prevention programs are single contact programs) (Brassard & Fiorvanti, 2015; Kenny et al, 2008; Topping & Barron, 2009). CSA prevention programs that present material over four or more sessions have been found to be significantly more effective when assessing for knowledge gains than those that lasted for only one to three sessions. The number of sessions is more important than the amount of intervention overall, with many brief sessions having better results than fewer long sessions. Repetition helps children fully master the skills taught (Brassard & Fiorvanti, 2015). Additionally, programs that educate parents on how to talk with their children about CSA prevention have more effective outcomes than programs that do not have the parental component (Brassard & Fiorvanti, 2015; Kenny et al., 2008). When CSA prevention education is taught at both school and at home, children are better able to recognize inappropriate touching and are able to demonstrate higher levels of personal safety skills compared to children taught at school only (Brassard & Fiorvanti, 2015; Kenny et al., 2008).

Family Involvement

Kenny et al. (2008) reported that family involvement components of CSA prevention programs are connected to increased program success partly due to the increased communication about CSA and more repetition of concepts. Brassard and Fiorvanti (2015) found that parents/guardians reported significant improvements in their knowledge of abuse and their attitudes about abuse following CSA prevention programs that included a parent education component. Involving families in the process may help reduce the uneasiness surrounding the

topic of CSA and may stimulate parent-child discussions about sexuality in general (Kenny et al., 2008). However, many existing CSA prevention programs that were published in the 1980s and 1990s fail to include a parent education component. This is a major flaw due to the extensive literature stating that educating parents on CSA allows them to keep their children safer (Brassard & Fiorvanti, 2015; Kenny et al., 2008; Travers, 1999; van Dam, 2001). However, within the past six years, CSA prevention programs have recognized the need for a parent education component and added it to their curriculum.

Including a parent education component to CSA prevention programs takes the onus of CSA detection and prevention off of a child. Parents need to be aware of the dynamics of CSA, including the grooming behaviors to protect their children from being victimized. Extending education into the adult community further reaches the various systems a child is connected to, which increase the likelihood of truly preventing CSA from occurring (Brassard & Fiorvanti, 2015; Kenny et al., 2008; Travers, 1999; van Dam, 2001).

Family and Erin's Law. Under Erin's Law, parents/guardians must be educated on the warning signs of CSA, plus needed assistance, referral, or resource information to support sexually abused children and their families. The FNSBSD (2015) Administrative Regulation 1068 addresses parent/guardian outreach by using the school district's communication tools (i.e., displays at open house nights, district and school sponsored web pages, newsletters, social media communication, etc.). School district employees are also required to be trained/informed about CSA prevention education under Erin's Law. This requirement is relevant because there is a high probability of professional educators encountering a child who has been sexually abused during the course of their career. The FNSBSD human resource department is responsible for managing the training of all employees. Educators and school personnel must be aware of their

responsibilities as an employee regarding CSA. Widespread awareness of CSA prevention education contributes substantially towards keeping children safe from CSA.

Evaluation

In order to determine the effectiveness of a CSA prevention program, there must be a way to evaluate whether the program's objectives were met. Systematic reviews conducted on existing school-based CSA prevention programs report that the most common outcome measures include: (1) disclosures of CSA, (2) knowledge gain, (3) maintenance of knowledge gain, (4) psychological gains, (5) risk perception gains, (6) self-protection skills, and (7) negative effects of the program (Brassard & Fiorvanti, 2015; Kenny et al., 2008). Of those outcomes, knowledge gain is the most frequently measured. This can be attributed to the ease of measuring knowledge gains versus other outcome measures (Brassard & Fiorvanti, 2015; Kenny et al., 2008).

Assessment tools have been created for evaluation, some which have become standardized questionnaires such as the Children's Safety Knowledge and Questionnaire, the Choice of Safety Strategy Questionnaire, and the "What If" Situations Test. Questionnaire test items often include questions of general concept knowledge, skill knowledge, attitudes, and beliefs about the acceptability of violence, and scenario decision making (Brassard & Fiorvanti, 2015; Kenny et al., 2008).

Concept and skill knowledge have also been assessed through student interviews that measure how children would behave in a variety of safe and unsafe situations. The "What If" Situations Test can be used as a scripted role-play assessing students responses and body language when challenged with persuasion and encouragement to go along with inappropriate situations (Kenny et al., 2008). A meta-analysis conducted by Fryda and Hulme (2015) found that most CSA prevention programs use modified standardized tools for measuring outcomes.

The importance of assessing students is reiterated throughout literature and research but yet there is no universal, standardized measure used to assess outcomes of CSA prevention programs. This can be attributed to the multifaceted nature of CSA and CSA prevention and the fact that there is not an established set of outcomes that programs must include in curriculum (Fryda & Hulme, 2015).

Culturally Relevant Programs

In 2015, ASCA issued a position statement addressing the importance of cultural diversity and competence in school counseling. School counselors “engage in prevention, intervention, and/or remediation activities that facilitate communication and understanding between culturally diverse human systems...that aid the educational progress of all students” (ASCA, 2015a, p. 19). There is recognition in relevant literature and research for CSA prevention programs to be culturally sensitive but few programs exist for specific cultural groups (Brassard & Fiorvanti, 2015; Kenny et al., 2008). Facilitators of CSA prevention programs need to tailor lesson content to suit the diverse student populations (Scholes, Jones, Stieler-Hunt, Rolfe, & Pozzebon, 2012). Student populations may include previously abused children and those in current abusive situations; delivering content in a sensitive way is essential in order to establish a safe environment for these children (Brassard & Fiorvanti, 2015; Kenny et al., 2008). In addition, children with developmental disabilities are at an increased risk for experiencing sexual abuse compared to their typically developing peers. Special considerations must be taken with this student population when delivering CSA prevention lessons to ensure understanding and prevent misinformation (Scholes et al., 2012).

Alaskan school counselors work with a culturally diverse student population, whether they work in rural or urban communities. The state of Alaska has a large rural population with

36% of public schools located in rural areas. Rural communities are defined by the Alaska DEED (2015) as areas that are off of the road system. The majority of students in rural areas are Alaska Native, whereas in urban areas, the majority of students are Caucasian (Alaska DEED, 2015). Alaska Native children are a high-risk population for experiencing maltreatment. In 2013, OCS reported of the victims of maltreatment in Alaska, 38.2 per 1,000 children were American Indian/Alaska Native compared to the 4.6 per 1,000 Caucasian children that experienced a form of maltreatment (U.S. DHHS, 2013).

Place-based Education in Rural Communities

Alaska Native children today have far more diverse educational experiences than their elders. They are living in political, social, economic, and educational environments that are much different from that of their parents and grandparents (Barnhardt, 2001). The geographic, cultural, and historic context has always created challenges and provided opportunities for education in Alaska. When western education was introduced into rural and urban communities in Alaska, the curriculum taught did not acknowledge traditional Alaska Native knowledge. Major place-based educational initiatives that were designed in the 1990's were conceived to build upon the unique conditions, experiences, and traditions in rural Alaska (Barnhardt, 2001).

Place-based education encourages designing curriculum and linking education to the physical and cultural environment in which students and school are located (Jennings, Swidler, & Koliba, 2005). Students are given the opportunity to learn subject matter in relevant and applicable ways, understand the places they live, and participate in community renewal that makes a difference to themselves and others. It encourages students to learn from the area in which they live which fosters personal connections to their education (Jennings et al., 2005;

Takako, 2006). The place-based education initiatives have resulted in students' improved academic performance in rural Alaskan schools. A study conducted by Takako (2006) found that this improvement can be explained by a combination of factors: heightened interest in curriculum, applicability of the curriculum to students lives, improvement in the relationships between the community and school, and the improved relationships between educators and students.

A Proactive Approach to Counseling

Effective counseling with children and adolescents who are Alaska Native is predicated on adopting a proactive developmental perspective. This perspective includes gaining knowledge of past and present Alaska Native culture and history as well as having an inclusive understanding of Native children (Roberts et al., 2011). Successful counseling often depends on understanding traditional cultural attitudes, beliefs, and values, and being able to incorporate them into helping interventions. In the school setting, for example, school counselors can encourage the revision of curricula to include the impact of the cultural environment on the behavior of Alaska Native youth. They may also need to become systematic change agents, intervening in environments that impede on the development of Alaska Native children (Roberts et al., 2011). Contributing to the community and involving oneself with the Native culture can be helpful to building strong helping relationships with Alaska Native people. In rural communities, it is almost critical that counselors involve themselves with the community to gain acceptance, respect, and trust (Goodkind et al., 2010; Roberts et al., 2011).

School counselors that work with Alaska Native children should create a culturally affirmative environment for these students but do so without denying their own culture. This can be achieved by: (1) openly addressing the dissimilar ethnic relationships rather than pretending

no differences exist; (2) evaluating the degree of acculturation of the student; (3) scheduling appointments to allow for flexibility in ending counseling sessions; (4) being open to allowing extending family to participate in the students counseling experience; (5) allowing for trust to develop before focusing on problems; (6) demonstrating honor and respect for the student's culture(s); and (7) assisting students in their ethnic identify issues (Goodkind et al., 2010).

Addressing the Current Need

Students in rural communities benefit from curriculums that are place-based and culturally responsive. CSA prevention programs in rural schools also should be culturally responsive and place-based (Alaska Children's Act Task Force [ACATF], 2015-2016). However, due to the sensitive nature of CSA, it is important for teachers/counselors to be aware of the interpersonal and intrapersonal dynamics in small communities. The need for culturally sensitive CSA prevention programs is amplified in small communities where perpetrators may be fathers, mothers, uncles, and grandparents. Although there are many existing CSA prevention programs, there are no existing ones that are specifically created for schools in rural Alaskan communities (ACATF, 2015-2016). The Alaska Children's Act Task Force (2015-2016) received feedback from educators in rural Alaskan communities that there is a definite need for culturally relevant CSA prevention programs. Alaska House Representative Geran Tarr suggested that one way to keep CSA prevention programs culturally relevant is to ask community members to participate in the programs through storytelling (Tarr, 2016). The recent release of a play, *Our Voices Will be Heard* tells a story of a young Tlingit woman who was sexually abused by a family member. The play has received widespread attention for its ability to address the difficult topic of CSA in a culturally relevant way. Representative Tarr suggested that the play be an example of how community involvement in the implementation of Erin's Law is one way for CSA prevention

programs to be culturally relevant in rural Alaskan communities (Tarr, 2016). A review of five, current, research-based, school-based CSA prevention programs that meet the requirements of Erin's Law will be discussed in the following section.

Review of Existing Curriculums for Grades K-2

Erin's Law requires all school districts to implement a prevention-oriented child sexual abuse program, which teaches students in grades K-12, school personnel, and parents/guardians about recognizing the signs of child sexual abuse and what to do if they are a victim or know of someone who is (Merryn, 2013). The Alaska Safe Children's Act Task Force is in the process of researching existing school-based child sexual abuse prevention programs that are age appropriate for Alaskan students and meet the requirements of Erin's Law. The Task Force acknowledged the need for model curriculum, which is curriculum that provides a framework for instructional methods and evaluation. A curriculum review rubric was drafted by Alaska's Department of Education and Early Development in November 2015. The rubric was created for the purpose of analyzing school-based prevention education programs on consistent criteria. School districts that choose to not use the Task Force's recommended programs can use the rubric as an evaluation tool when choosing programs to implement in their district. The rubric is in a working stage, preliminary program considerations include, accuracy, acceptability, feasibility, and affordability (Alaska Children's Act Task Force, 2015-2016).

As of February 2016, the Task Force has identified a number of different programs that meet the rubric criteria (accuracy, acceptability, feasibility, and affordability) and meet the requirements of Erin's Law under the Alaska Safe Child's Act which include: Second Step Child Protection Unit, Speak Up Be Safe, and Safer, Smarter Kids (Alaska Children's Act Task Force, 2015-2016). Each program will be discussed briefly in the following section. In addition to the

Task Force's identified programs, Child Lures Prevention Think First & Stay Safe and Safe@Last programs will be discussed as they also meet the requirements of Erin's Law but fail to be recognized by the Task Force as applicable because they do not meet the rubric criteria of affordability (Alaska Children's Act Task Force, 2015-2016). Child Lures Prevention Think First & Stay Safe and Safe@Last do however meet the Task Force's rubric criteria of accuracy, acceptability, and feasibility.

Second Step Child Protection Unit

Committee for Children's Second Step Child Protection Unit is a research-based program that includes classroom lessons and activities for students, training and resources for school staff, and materials for families (Committee for Children, 2016). The authors constructed the program based on current research and the best practices from their former program, *Talking About Touching: A Personal Safety Curriculum*. In 2014, the program became available for grades PreK-3 and in 2015, it expanded to include grades 4-5. It was developed primarily as a sexual abuse curriculum, but also covers physical abuse, general personal safety, and assertiveness. For each grade level (PreK-5), there are six, 30-minute lessons that aim to help protect children by teaching them skills in the following three areas: (1) recognizing unsafe and sexually abusive situations and touches, (2) immediately reporting these situations to adults, and (3) assertively refusing these situations whenever possible. Each lesson also includes an activity that children can do with a parent/guardian at home to practice skills. The lessons include active modes of teaching (incorporate modeling, rehearsal and reinforcement) and incorporate the use of pictures, puppets, videos, PowerPoint's, and songs in the delivery.

Training for school staff is available through three online modules. The first module is for administrators and covers current policies and procedures. The second module is for all staff

and prepares them on how to recognize, respond, and report child maltreatment. The third module is for teachers/counselors who are going to be teaching the lesson. It covers how to teach the lessons, how to discuss child sexual abuse with confidence, and how to engage families. Families are involved in the program through informative family letters and at home activities to do with their child. Additional resources and videos are available online for families who want to learn more or need help with how to talk to their child about staying safe. The cost for Committee for Children's Second Step Child Protection Unit (2016) is a one-time fee of approximately \$1,000 for grades K-5. Sample lessons and materials are available on the publishers website at www.cfchildren.org/child-protection.

Childhelp Speak Up Be Safe

Childhelp Speak Up Be Safe (2015) is a research-based, comprehensive prevention education program that equips children in grades PreK-12 with skills needed to recognize and act on physical, emotional, and sexual abuse and neglect. The program is a new and enhanced version of the Good Touch, Bad Touch program that was widely delivered in schools since 1983. Childhelp Speak Up Be Safe evolved in 2011 and is updated regularly. The most current revision came out in November of 2015. The content and delivery of each lesson is based on best practices from research in child development, learning styles, social psychology, and child abuse and neglect prevention.

For each grade level, there are two, 30-45 minute lessons. The lessons promote student participation and critical reflection by engaging students in auditory, physical, and visual learning through developmentally appropriate activities (Childhelp Speak Up Be Safe, 2015). The program teaches children how to identify unsafe situations, how to identify and talk to safe adults, and to recognize the five key safety rules they can follow to help adults keep them safe

(It's MY Body!, Ask an adult if I am safe, I have choices, Tell someone, and It's NEVER my fault!). The program's primary focus for earlier age groups is to shift the responsibility of child abuse prevention away from the child and onto the adults in children's lives as much as possible. A key component of this shift involves providing families with information on how to protect their children and reinforcement activities to do at home with children. Additional information and tips on how to talk to children about personal safety and abuse are available online through the program's website.

In order to implement the program, you must be a trained facilitator. Facilitator training is available through the program's online facilitator training modules. Information for school staff on how to recognize, respond, and report child abuse and neglect is available online through the programs "virtual campus" that comes with the program. For the first year, the cost for Childhelp Speak Up Be Safe (2015) is \$5.00 for every student and \$3.00 every following year for each student. Sample lessons and materials are available on the publishers website at www.childhelp.org.

Safer, Smarter Kids

Safer, Smarter Kids (2016) is a research-based prevention education program designed for students in grades K-5. The program also offers Safer, Smarter Teens for students in grades 6-12 and a curriculum is available for students with special needs. Safer, Smarter Kids for grades K-3 was developed as a result of Florida's 2011 "Walk in Their Shoes Act" which included funding for Lauren's Kids, a statewide non-profit foundation for the prevention of child abuse, to develop a school-based sexual abuse prevention curriculum. The program was developed by child advocate and sexual abuse survivor Lauren Book and a multidisciplinary team of educators and developmental psychologists to teach children about personal safety information in a

developmentally appropriate way. Safer, Smarter Kids (K-5) and Safer, Smarter Teens (6-12) became available for schools to use in the 2015-2016 school year.

Safer, Smarter Kids (2016) includes five to eight, 30 minute, age-appropriate lessons for each grade level. The lessons include the following concepts: understanding safety rules, introducing the concept of a stranger versus a trusted grown-up “buddy,” listening to one’s inner guiding voice, body boundaries, recognizing safe vs. unsafe secrets and knowing the difference between tattling and reporting. The program uses developmentally appropriate information to equip children with the skills and language they need to better protect themselves from abuse. Each lesson provides an interactive video that engages students in the lesson and encourages them to be active participants.

The program incorporates family involvement by including letters that are sent home after every lesson, which discusses the lesson. The letter describes the lesson taught that day and provides reinforcement activities that can be done at home. Families are also encouraged to visit the programs online “Parent Toolkit,” which provides families with information on child sexual abuse and how to talk to children about abuse. There is no teacher/counselor training that comes with the program but there is a detailed lesson guide included with each lesson that provides systematic instructions and teaching tips. The cost for Safer, Smarter Kids (2016) is a one time fee of \$150 per grade, per kit. Sample lessons and program materials are available on the publishers website at www.safersmarterkids.org.

Child Lures Prevention Think First & Stay Safe

Child Lures Prevention Think First, Stay Safe (2015) is a research-based, personal safety skills program for students in grades PreK-12. The program addresses sexual abuse and exploitation, both online and offline as well as abduction, internet safety, drugs, bullying,

harassment and other forms of school violence. Throughout the program, children are educated on the luring behaviors and tricks that people may use to put children in unsafe situations.

Addressing luring behaviors in the lessons are one way the program educates children on how to prevent potential abuse or danger before it happens. Child Lures Prevention Think First & Stay Safe was first published in 1986 and has since gone through many revisions to reflect current research on personal safety for children and advancements in technology. The program was most recently revised in June 2015.

The curriculum is separated by grade levels, PreK-2, 3-4, 5-6, and 7-12 (Child Lures Prevention Think First, Stay Safe, 2015) Curriculum for grade levels PreK-2 consists of seven, 30-minute interactive lessons. Lesson plan objectives include staying healthy and safe, showing kindness and respect, understanding luring and abuse, secrets to keep and secrets to tell, and safe and healthy boundaries. Curriculum for older grades covers the same objectives (and additional ones) but in developmentally appropriate ways. A PreK-2 pre and post student evaluation is provided with the program as a way to formally gauge student progress and retention of the lesson plans. The evaluation can be administered verbally or in writing.

Families are included in the Child Lures Prevention Think First & Stay Safe (2015) program by receiving an informative “Parent Guide” that provides relevant personal safety information and strategies to use when talking to children about how to stay safe. Families are encouraged to visit the programs website for additional information and tips. After each lesson, children in grades PreK-2 are provided with handouts to take home to their families that provide examples of at-home reinforcement activities. There is no teacher/counselor training that is required to implement the program but a presenter’s guide is included for each lesson, which provides systematic instructions for implementing. The Child Lures Prevention Think First &

Stay Safe PreK-6 program costs a one-time fee of \$489.00. Sample lessons and additional materials are available on the publishers website at www.childluresprevention.com.

Safe@Last

Safe@Last is a research-based sexual abuse prevention program designed for students in grades K-6 (Be Safe At Last, 2015). In addition to teaching about sexual abuse, the program covers the issues of guns, gangs, bullying, peer pressure and internet safety in a developmentally appropriate way. The program was originally published in 1998 through the Sexual Assault Center located in Nashville, Tennessee. A committee of clinical therapists and educators from local universities, public schools, and private schools revise the program on an annual basis to reflect current primary prevention program research and advancing technology.

The program includes four, 30-45 minute lessons for each grade level. Lesson objectives include identifying three or more safe people, recognizing safe and unsafe situations, assertiveness training, self respect and respect for peers, and demonstrating how to make a disclosure of an incident of sexual or physical abuse (Be Safe At Last, 2015). The program is presented in an interactive, web-based format and each student is given an online, interactive student workbook to reinforce the lessons learned. Techniques such as roleplaying skits, music, games, and stories are included to engage students and enhance the learning process. Schools are required to complete the Safe@Last pre and posttests that are include with the program to monitor program effectiveness.

The program includes information to facilitate at-home family involvement. Materials about child abuse and how to approach personal safety conversations with children are included for families. Teachers/counselors are trained during a daylong, in-person or online in-service, by program trainers on how to implement the program in classrooms. A systematic manual for each

lesson is included for easy classroom use. The cost for the Safe@Last K-6 program is \$125.00 per school, per year. (Be Safe At Last, 2015) Examples of the K-6 curriculum sequence are available on the publishers website at <http://besafeatlast.com>.

Application

The product of this project is a CSA curricular resource for school counselors working with elementary students in grades kindergarten through second. The lessons are constructed to align with ASCA (2012) and FNSBSD (2009) standards and requirements. There are a total of nine lessons. For kindergarten, five lessons are provided, and for first and second grades, two lessons are provided. The two lessons for first and second grades are a part of a five-lesson curriculum and provide significantly different content/materials than the kindergarten lessons. It is suggested that school counselors adapt the content from the other three kindergarten lessons to meet the advanced developmental needs of students in grades first and second. The lesson sequence is the same for all grades K-2 to ensure that essential concepts of child sexual abuse prevention education are taught to students every year.

It is recommended that Lesson 1 be taught at the beginning on the first quarter of the school year with subsequent lessons being taught at the beginning of the following quarters. The fifth and final lesson should be taught towards the end of the school year in the final quarter. The repetition of child sexual abuse prevention concepts over the school year will help children fully master skills taught and permanently store the information into their long-term memories (Brassard & Fiorvanti, 2015).

The lesson plans have been organized by using the lesson plan template provided by ASCA (2015b) to ensure lessons meet the expectations of the organization. The lesson components include: a grade level expectation, ASCA student standards, learning objectives,

materials needed, the procedure, and plans evaluation. Some of the lessons include handouts, which are attached at the end of each lesson. A family letter is also included for all of the kindergarten lessons and is to be sent home after the lesson. The family letter discusses the lesson objectives taught that day and suggestions for reinforcement activities at home.

Counselors can adapt the family letter for the first and second grade lessons as they see fit.

ASCA asks that every lesson include a plan for evaluating the lesson, describing how data will be collected. Process data refers to the delivery of the lesson itself. Process data results can be collected by showing the number of students served and classrooms visits made (ASCA, 2012). Perception data measures what knowledge students attained through the lessons. Pre and posttests are a way for school counselors to measure student learning. Counselors can start each lesson by asking what students know about the topic by asking specific questions that relate to the outcomes of the lessons. Following the lesson, counselors can ask these questions again to see how student's responses have changed (ASCA, 2012). Outcome data shows how students have been influenced as a result of the lessons. A full curriculum or series of lessons is more likely to have a significant impact on outcome data. ASCA (2012) acknowledges that it is impractical to collect outcome data following every lesson but encourages counselors to collect all three types of data on several lessons each year to measure the extent to which lessons had a positive impact on student outcomes. Before implementing the lessons, counselors should consider what mode of data collection will provide an accurate and culturally sensitive representation of the student population. If needed, counselors should use their professional judgment to adapt the lessons to meet the needs of the student population (ASCA, 2012).

Conclusion

This project provides a review of five research-based, school-based child sexual abuse prevention programs that meet the requirements listed under Erin's Law, and a child sexual abuse prevention resource for elementary school counselors working with students in grades kindergarten through second. New legislation in Alaska known as Erin's Law (H.R. 44, 2015) is requiring all Alaskan school districts to implement a prevention-oriented child sexual abuse program to educate students in grades kindergarten through twelfth, school personnel, and parents/guardians about recognizing the signs of child sexual abuse and what to do if they are a victim or know of someone who is (Merryn, 2013). Although the law is for all grades K-12, this project focused on primary grades, and more specifically grades K-2.

It is estimated that one in ten children will be sexually abused before the age of 18 and of the children who are sexually abused, 20% are abused before the age of eight (Townsend & Rheingold, 2013). Young children are most vulnerable to victimization because they may not have the knowledge or language to understand or tell what is happening to them. Child sexual abuse involves a violation of trust and involves deception, intrusion, and exploitation of a child's innocence. Education is the first step to the prevention of CSA and school-based programs are the most common form of prevention strategies as they are cost effective and reach a broad population.

Effective school-based CSA prevention programs for elementary school aged children include: (1) children as physically active participants, (2) combine techniques of modeling, group discussion, and role-playing/rehearsal, (3) are at least four to five sessions long, (4) are developmentally appropriate for students, (5) incorporates parent involvement into prevention efforts, and (6) have evaluation of effectiveness built in (Brassard & Fiorvanti, 2015; Fryda &

Hulme, 2015; Topping & Barron, 2009). Effective programs for younger children in grades K-2 should avoid abstract concepts, provide multiple opportunities to practice skills, use stimulating materials, and more repetition (Kenny et al., 2008).

Child sexual abuse prevention programs can be understood as efforts made to strengthen protective factors against child sexual abuse. School-based child sexual abuse prevention programs should be viewed not as the solution to the problem of abuse but rather a foundation that provides children with the knowledge and skills for prevention. In order to prevent something from happening, individuals must be educated on the matter (Anderson, 2014; van Dam, 2001). In reducing the incidences of child sexual abuse, an integrated framework with community-focused prevention strategies, political protection and support, and parental involvement would appear to be essential. Erin's Law is one step in the right direction to truly preventing CSA from occurring.

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Appendix A: Lesson Plans

**Alaskan School Counseling: A Collection of Personal Safety Lessons
for Grades K-2**



By Kristy Weaver

Alaskan School Counseling: A Collection of Personal Safety Lessons for Grades K-2

The following application is a child sexual abuse curricular resource for school counselors working with elementary students in grades kindergarten through second. The lessons are constructed to align with the American School Counseling Association (2012) and Fairbanks North Star Borough School District (2009) student standards and requirements. There are a total of nine lessons. For kindergarten, five lessons are provided, and for first and second grades, two lessons are provided (Lesson 2: Body Boundaries and Lesson 4: Disclosing Unsafe Secrets). The two lessons for first and second grades are a part of a five-lesson curriculum and it is suggested that school counselors use the content from the other three kindergarten lessons and adapt them to meet the developmental needs of students in grades first and second. The lesson sequence is the same for all grades K-2 to ensure that essential concepts of child sexual abuse prevention education are taught to students every year. The two lessons (Lesson 2: Body Boundaries and Lesson 4: Disclosing Unsafe Secrets) provided for first and second grade differ significantly from kindergarten Lesson 2 and Lesson 4 in order to meet the advancing developmental needs of children.

It is recommended that Lesson 1 be taught at the beginning on the first quarter of the school year with subsequent lessons being taught at the beginning of the following quarters. The fifth and final lesson should be taught towards the end of the school year in the final quarter. The repetition of child sexual abuse prevention concepts over the school year will help children fully master skills taught and permanently store the information into their long-term memories (Brassard & Fiorvanti, 2015). A family letter is also included for all of the kindergarten lessons and is to be sent home after the lesson. The family letter discusses the lesson objectives taught

that day and suggestions for reinforcement activities at home. Counselors can adapt the family letter for the first and second grade lessons as they see fit.

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Kindergarten Lesson Sequence

Lesson 1: Introduction to Body Safety

- Identifying Trusted Adults
- “I Mean Business Voice”

Lesson 2: Body Boundaries

- No, Go, & Tell

Lesson 3: Safe & Unsafe Secrets

Lesson 4: Disclosing Unsafe Secrets

- Identifying Tricky People

Lesson 5: Body Safety Review Day

Lesson 1: Introduction to Body Safety

Grade: Kindergarten

Time: Approximately 30 minutes

ASCA Student Standards:

Personal/Social Domain

- Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.
 - Competency A1: Acquire Self-Knowledge
 - PS:A1.7: Recognize personal boundaries, rights, and privacy needs
- Standard C: Students will understand safety and survival skills.
 - Competency C1: Acquire Personal Safety Skills
 - PS:C1.3: Learn about the differences between appropriate and inappropriate physical contact
 - PS:C1.4: Demonstrate the ability to set boundaries, rights, and personal privacy
 - PS:C1.6: Identify resource people in the school and community, and know how to seek their help

Learning Objective(s):

Students will be able to:

- identify whether a touch is safe or unsafe
- understand how to refuse unsafe touches
- understand that they should tell a trusted adult about any unsafe touch
- identify trusted adults

Materials: 2 puppets, A stuffed animal bear, My 3 Trusted Adults worksheet & parent letter (one for each student)

Procedure:

1. **Introduce:** Today we are going to talk about keeping our bodies safe and what to do if we ever feel unsafe
2. **Discuss:** “Safe” touches make us feel happy and “unsafe” touches make us feel sad, mad, weird, or yucky.
3. **Ask:** What kind of face does someone make when a touch makes them feel happy? (Smile or laugh – you can tell they like it.) What kind of face does someone make when a touch makes them feel unsafe? (Sad, weird, or yucky – you can tell they don’t like it.)
4. **Model:** Use puppets to model safe and unsafe touches – holding hand/gripping hand; high five/hitting; tagging/pushing; hugging/restraining; etc. After a few examples have students label modeled touches as “safe” or “unsafe.”
5. **Discuss:** If someone is touching you in an unsafe way you need to look them in the eye and say, “No, Stop, I don’t like it!” in your “I Mean Business Voice” and then go tell an adult you trust. An “I Mean Business Voice” is one that is loud and lets the other person know you are serious.

6. **Model:** Use puppets to model unsafe touches again and have the puppet on the receiving end say, “No, Stop, I don’t like it!” in an “I Mean Business Voice.” And then have the receiving puppet say to the stuffed bear (the trusted adult) that someone made you feel unsafe.
7. **Discuss:** A trusted adult is someone who makes you feel safe. They are the people you need to tell if you feel unsafe or if someone gives you an unsafe touch.
8. **Ask:** Students to identify adults that they trust (Identify yourself as an adult that students can trust at school).
9. **Practice:** All students practice, modeling in front of group: counselor/teacher pretends to give safe touches (high five, hand holding, pat on the back, etc.) and unsafe touches (hit, kick, pull hair, holding, etc.) to each student. *For unsafe touches: Tell them first what you are going to pretend to do, that it won’t be real, and that you won’t actually touch them, then practice/show on yourself Then ask, “Is it okay with you if we pretend this?”* Students practice saying, “No, Stop, I don’t like it!” in their “I Mean Business Voice” and then tell the teddy bear (the trusted adult) about the unsafe touch.
10. **Activity:** Have students color the teddy bear on the “My 3 Trusted Adults” worksheet. *Explain that worksheet is also a homework assignment and is to be done with a parent or a trusted adult at home.* You and your parent/trusted adult need to think of three trusted adults that you feel safe with and write their names on the lines.

Assessment: While students are coloring, circulate the room and ask students to repeat to you what the homework assignment is to ensure understanding.

This lesson plan was created based on the following resources:

Childhelp Speak Up Be Safe. (2015). *Prevention education curriculum* [website]. Retrieved

from: <https://www.childhelp.org/subs/childhelp-speak-up-be-safe>.

Safer, Smarter Kids. (2016). *About safer, smarter kids* [website]. Retrieved from:

<https://safersmarterkids.org/teachers/about>.

School Counseling by Heart. (2013). *Personal safety lessons* [website]. Retrieved from:

<http://www.schoolcounselingbyheart.com/category/personal-safety/>.

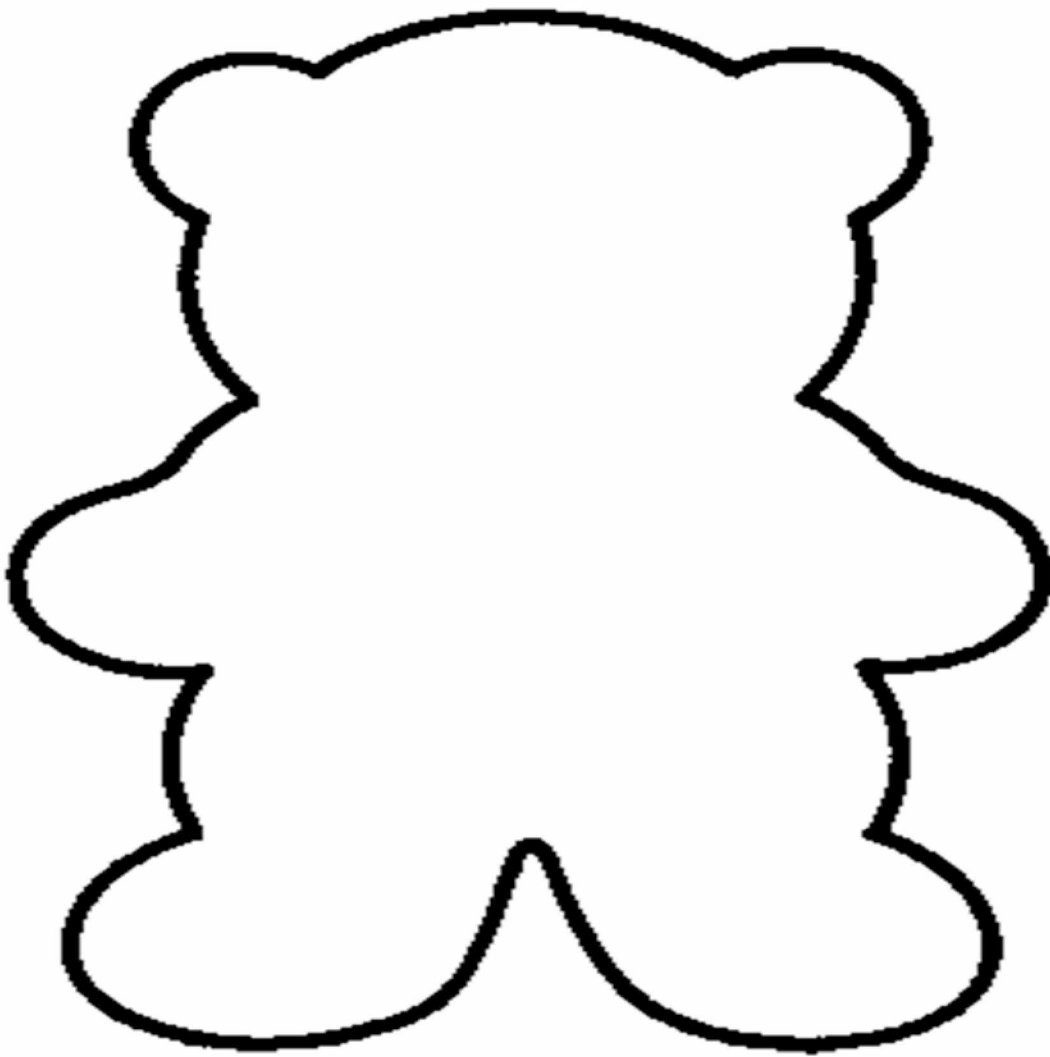
Name: _____

My 3 Trusted Adults are:

1. _____

2. _____

3. _____



Lesson 2: Body Boundaries

Grade: Kindergarten

Time: Approximately 30 minutes

ASCA Student Standards:

Personal/Social Domain

- Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.
 - Competency A1: Acquire Self-Knowledge
 - PS:A1.7: Recognize personal boundaries, rights, and privacy needs
 - PS:A2.6: Use effective communications skills
- Standard C: Students will understand safety and survival skills.
 - Competency C1: Acquire Personal Safety Skills
 - PS:C1.3: Learn about the differences between appropriate and inappropriate physical contact
 - PS:C1.4: Demonstrate the ability to set boundaries, rights, and personal privacy
 - PS:C1.6: Identify resource people in the school and community, and know how to seek their help

Learning Objective(s):

Students will be able to:

- identify body boundaries
- understand that they have the right to say who touches their body
- understand how to refuse unsafe touches
- understand that they should tell a trusted adult about body boundary touching
- understand how to tell an adult about any touch that makes them feel unsafe

Materials: Book: *The Swimsuit Lesson* by Jon Holsten, Body Boundaries Worksheet (one for each student)

Procedure:

1. **Review Previous Lesson:** Lesson 1: Introduction to Body Safety
2. **Introduce:** Today we are going to talk about body boundary safety and what to do if we ever feel unsafe.
3. **Read:** *The Swimsuit Lesson*
4. **Discuss:** A boundary is something that shows where an area begins and another ends. Give examples: sports games, fences, games (i.e., you cannot cross this line or you're "out"). Our bodies also have boundaries, and we call those our body boundaries. Our body boundaries are areas on our bodies that a swimsuit covers. *Visually show students by using Body Boundaries worksheet.*
5. **Discuss:** No one should touch your body boundary areas. Sometimes if your body boundaries hurt or you need help getting clean, a parent helps you. Sometimes a doctor might need to

check it out if your hurt. If a doctor were checking you, your parent or whoever usually takes you to the doctor would be there.

- Some adults have a touching sickness and will keep touching someone until another adult knows. If anyone touches or tries to touch the body boundaries on your body or tries or makes you touch the body boundaries on their body, you need to tell a trusted adult.
 - Trust your yucky feelings. If you're having yucky or uncomfortable or mixed up feelings, *that's a clue* that you need to tell a trusted adult. Yucky feelings are your brain's way of telling you that something is wrong or unsafe. Ask students if they've ever had yucky feelings about something (almost everyone always says that they have). Tell them that your brain sends a signal to your stomach and that's where you usually feel yucky feelings, in your belly. *Ask students where they feel their yucky feelings.*
 - Always tell a trusted adult about body boundary touching, even if the person touching: *tells you not to tell, says you'll get in trouble, says that no one will believe you, says they will hurt you.* If the trusted adult doesn't believe you, tell another trusted adult until somebody does.
6. **Discuss:** If someone is touching you in an unsafe way, you need to look them in the eye and in your "I Mean Business Voice" say, "**No**, Stop, I don't like it!" and then you **GO** and then you **TELL** an adult you trust about what happened
- *Explain that sometimes it can be hard for kids to say "no," and get away – explain that it's not kids fault. It is important to tell a trusted adult so they can help keep you safe.*
7. **Practice:** Have students repeat, "No, Go, & Tell."
8. **Ask:** Who remembers their trusted adults?
9. **Practice:** Have students individually stand up and practice saying "No, Go, & Tell."
10. **Activity:** Have students color the Body Boundaries worksheet. *Remind students that they are doing this activity to help them remember that bathing suits cover the body boundaries on their bodies.*

Assessment: While students are coloring, circulate them room and ask them to identify a trusted adult in school and outside of school that they could tell about an unsafe touch.

This lesson plan was created based on the following resources:

Childhelp Speak Up Be Safe. (2015). *Prevention education curriculum* [website]. Retrieved

from: <https://www.childhelp.org/subs/childhelp-speak-up-be-safe>.

Safer, Smarter Kids. (2016). *About safer, smarter kids* [website]. Retrieved from:

<https://safersmarterkids.org/teachers/about>.

School Counseling by Heart. (2013). *Personal safety lessons* [website]. Retrieved from:

<http://www.schoolcounselingbyheart.com/category/personal-safety/>.

Name: _____

Body Boundaries



Lesson 3: Safe & Unsafe Secrets

Grade: Kindergarten

Time: Approximately 30 minutes

ASCA Student Standards:

Personal/Social Domain

- Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.
 - Competency A1: Acquire Self-Knowledge
 - PS:A1.7: Recognize personal boundaries, rights, and privacy needs
- Standard C: Students will understand safety and survival skills.
 - Competency C1: Acquire Personal Safety Skills
 - PS:C1.3: Learn about the differences between appropriate and inappropriate physical contact
 - PS:C1.4: Demonstrate the ability to set boundaries, rights, and personal privacy
 - PS:C1.6: Identify resource people in the school and community, and know how to seek their help

Learning Objective(s):

Students will be able to:

- understand that they have the right to say who touches their body
- identify the difference between good/safe and bad/unsafe secrets
- understand that they must tell a trusted adult about any unsafe touches or secrets
- identify “tricks” some people may use to get kids to not share secrets

Materials: Book: *Do You Have a Secret?* By Jennifer Moore-Mallinos, No Secrets about Touching Scenarios Worksheet

Procedure:

1. **Review Previous Lesson:** Lesson 2: Body Boundaries
2. **Introduce:** Today we are going to talk about secrets- there are secrets to keep and secrets to tell.
3. **Discuss:** Good/safe secrets are secrets that make you and others (like your teacher or mom) happy. Good/happy secrets are only secrets for a little while (like surprise birthday party or a card you made for a parent). Bad/unsafe secrets give you a yucky or “uh-oh” feeling and would make others upset. All secrets about body boundaries are bad/unsafe secrets. You ALWAYS have to tell a trusted adult about bad/unsafe secrets.
4. **Read:** *Do You Have a Secret?* With every example of good secrets cue students to identify that the child in the picture AND someone else feel happy about the secret, and with every example of bad secrets cue students to point out that the child does NOT feel happy about the secret. Talk about each picture and situation and look for evidence about how the kid is feeling. Remind students that good secrets don’t stay secret for very long — only until the

gift is given, the hiding place is discovered, or the surprise is revealed. Making a “time limit” distinction helps gives kids another way to determine whether a secret is good or bad.

5. **Activity:** No Secrets about Touching Scenarios then ask questions about what kids should do in scenarios that involve touching – “Tell a trusted adult”

Assessment: Have students color a picture of a safe secret. While students are coloring, ask what their safe secret is and when they should tell about a secret.

This lesson plan was created based on the following resources:

Childhelp Speak Up Be Safe. (2015). *Prevention education curriculum* [website]. Retrieved

from: <https://www.childhelp.org/subs/childhelp-speak-up-be-safe>.

Safer, Smarter Kids. (2016). *About safer, smarter kids* [website]. Retrieved from:

<https://safersmarterkids.org/teachers/about>.

School Counseling by Heart. (2013). *Personal safety lessons* [website]. Retrieved from:

<http://www.schoolcounselingbyheart.com/category/personal-safety/>.

No Secrets About Touching Scenarios

If someone tells you to keep a secret about touching, *that's a clue* to tell! Use the word “clue” because it indicates that abusive situations are often confusing and difficult to sort out. Give scenarios to the kids that all have the same answer – “Tell an adult you trust!” Here are a few examples:

What should you do if an older kid or teenager or adult . . .

- touches the body boundaries on your body?
- *tries to* touch the body boundaries on your body but you stop them?
- makes you touch the body boundaries on their body?
- *tries to* make you touch the body boundaries on their body but you don't?
- tells you not to tell?
- says they will hurt you if you tell?
- made you promise not to tell?
- gave you a present or money so you wouldn't tell?
- says it's a special secret just between the two of you?
- says that nobody will believe you if you tell?
- says that you won't be able to live at your house anymore if you tell?
- says that all kids do this but none of them talk about it?
- says that you will get in trouble if you tell?
- did this to you a long time ago, but it's not happening any more?
- it didn't actually happen to *you*, but your friend told you that it happened to *him/her*?

Lesson 4: Disclosing Unsafe Secrets

Grade: Kindergarten

Time: Approximately 30 minutes

ASCA Student Standards:

Personal/Social Domain

- Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.
 - Competency A1: Acquire Self-Knowledge
 - PS:A1.7: Recognize personal boundaries, rights, and privacy needs
 - PS:A2.6: Use effective communications skills
- Standard C: Students will understand safety and survival skills.
 - Competency C1: Acquire Personal Safety Skills
 - PS:C1.3: Learn about the differences between appropriate and inappropriate physical contact
 - PS:C1.4: Demonstrate the ability to set boundaries, rights, and personal privacy
 - PS:C1.6: Identify resource people in the school and community, and know how to seek their help

Learning Objective(s):

Students will be able to:

- understand that they must tell an adult about any unsafe feelings, touches, or secrets
- understand how to tell an adult about anything that makes them feel unsafe
- practice disclosing unsafe secrets
- identify “tricks” some people may use to get kids not to share secrets

Materials: Book: *Mia’s Secret* by Peter Ledwon

Procedure:

1. **Review Previous Lesson:** Lesson 3: Safe vs. Unsafe Secrets
2. **Introduce:** Today we are going to learn about how to tell a trusted adult about an unsafe secret.
3. **Discuss:** Sometimes it can be hard to tell trusted adults about bad/unsafe secrets. *Explain that it’s not a kid’s fault and it’s never too late to tell a secret about touching. It is important to tell a trusted adult so they can help keep you safe.* The book I’m going to read tells a story about how one girl found a way to tell her trusted adult her unsafe secret that she had been keeping. Remember, you ALWAYS have to tell a trusted adult about bad/unsafe secrets.
4. **Read:** *Mia’s Secret*
5. **Discuss:** Ask students about *Mia’s Secret* and check for understanding. What tricks did the man play on Mia to get her not to tell? Who helped Mia tell her mom about the secret? How do you think Mia felt after her mom knew about the secret? What are other ways kids can tell a trusted adult a bad/uncomfortable secret if they’re not sure how to? (write a note, draw a picture, say, “I have something to tell you but don’t know how to say it”)

6. **Discuss:** There are lots of reasons why telling someone about a problem can be hard. You might be afraid of being blamed, even though it's never your fault if you get an unsafe feeling or someone asks you to keep an unsafe secret, or you might be a bit embarrassed. But you should never keep a touching secret. You can always tell an adult you trust and get help.
- Sometimes we try to tell an adult about a problem but they do not listen. If you tried to tell your trusted adult about a problem and he or she didn't hear you, what could you do? You could try again. If that didn't work, what could you do? You could tell someone else. You should tell and keep telling until someone helps you.
7. **Activity:** Students practice role-play telling an adult about an unsafe secret. *Remind students that the activity is pretend.* Counselor/teacher as the adult, can pretend to be busy or disinterested in order to encourage the student to keep telling until they get help. Have all children practice in front of the class.

Assessment: Check for understanding during the activity and ask the children to tell you all the things they now know about telling secrets. It is most important to emphasize that they should keep telling until they get help.

This lesson plan was created based on the following resources:

Childhelp Speak Up Be Safe. (2015). *Prevention education curriculum* [website]. Retrieved from: <https://www.childhelp.org/subs/childhelp-speak-up-be-safe>.

Safer, Smarter Kids. (2016). *About safer, smarter kids* [website]. Retrieved from: <https://safersmarterkids.org/teachers/about>.

School Counseling by Heart. (2013). *Personal safety lessons* [website]. Retrieved from: <http://www.schoolcounselingbyheart.com/category/personal-safety/>.

Lesson 5: Body Safety Review Day

Grade: Kindergarten

Time: Approximately 30 minutes

ASCA Student Standards:

Personal/Social Domain

- Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.
 - Competency A1: Acquire Self-Knowledge
 - PS:A1.7: Recognize personal boundaries, rights, and privacy needs
 - PS:A2.6: Use effective communications skills
- Standard C: Students will understand safety and survival skills.
 - Competency C1: Acquire Personal Safety Skills
 - PS:C1.3: Learn about the differences between appropriate and inappropriate physical contact
 - PS:C1.4: Demonstrate the ability to set boundaries, rights, and personal privacy
 - PS:C1.6: Identify resource people in the school and community, and know how to seek their help

Learning Objective(s):

Students will be able to:

- identify whether a touch is safe or unsafe
- understand how to refuse unsafe touches
- identify trusted adults
- identify body boundaries
- understand that they must tell a trusted adult about body boundary touching
- identify the difference between good/safe and bad/unsafe secrets
- identify “tricks” some people may use to get kids to not share secrets
- understand that they must tell an adult about any unsafe feelings, touches, or secrets
- understand how to tell an adult about anything that makes them feel unsafe

Materials: Body Boundaries Worksheet, Body Safety Evaluation (one for each student)

Procedure:

1. **Review Previous Lesson:** Lesson 4: Disclosing Unsafe Secrets
2. **Introduce:** Today is an important day! We are going to go over everything we have learned this year about keeping our bodies safe. We are also going to play a fun game!
3. **Discuss:** First, let’s go over safe and unsafe touches. “Safe” touches make us feel happy and “unsafe” touches make us feel sad, mad, weird, or yucky. Ask students to show you what kind of face someone makes if they get a safe touch and then if they get an unsafe touch. Repeatedly cue students back and forth to show a face for a safe touch and then an unsafe touch (This is meant to get students to laugh as they try to keep up, the more expressive you are, the more engaged students will be).

- Next, let's talk about where our body boundaries are. Our body boundaries are areas on our bodies that a swimsuit covers. *Visually show students by using Body Boundaries worksheet.* Raise your hand if you remember talking about body boundaries.
 - Who remembers the 3 steps to take if someone tries to touch your body boundaries? (No, Go, & Tell!) Have students practice individually stand up and practice: **No** (in their "I Mean Business Voice"), **Go** (by running in place) & **Tell** (by telling you "someone touched me and I didn't like it"). *Remind students that sometimes it can be hard for kids to say "no," and get away – explain that it's not the kid's fault. It is important to tell a trusted adult so they can help keep you safe.*
 - Next, let's talk about secrets. Who can remind me about what a good/safe secret is? (*a surprise birthday party or a card you made for a parent*) Yes, and good/safe secrets make you and others happy, like your teacher or mom. Remember, good/happy secrets are only secrets for a little while. Who can remind me about what a bad/unsafe secret is? (they give you a yucky or unsafe feeling and would make others upset). Remember, all secrets about body boundaries are bad/unsafe secrets. You ALWAYS have to tell a trusted adult about bad/unsafe secrets.
 - Who remembers what kind of "tricks" people may tell kids to get them not to tell bad/unsafe secrets? *Review the No Secrets About Touching Scenarios from Lesson 3.*
 - It is important that you tell a trusted adult about any unsafe feelings, touches, or secrets. A trusted adult is someone who makes you feel safe. They are the people you need to tell if you feel unsafe or if someone gives you an unsafe touch or if they tell you to keep an unsafe secret. Sometimes we try to tell an adult about a problem but they do not listen. If you tried to tell your trusted adult about a problem and he or she didn't hear you, you could try telling them again or tell someone else. You should tell and keep telling until someone helps you.
- 4. Evaluate:** Distribute Body Safety Evaluation to students and instruct them to answer question 1 by coloring their body boundary areas *only*.
- After students are done with question 1, read question 2 aloud and have students write the answer on the line (No, Go, Tell) *For students that need help with writing, ask them to verbally tell you the 3 steps and write the answer for them or write the answer they tell you on a piece of paper and have them copy it onto their evaluation.*
 - After students are done with question 2, read question 3 aloud and have students write the answer on the line. *For students that need help with writing, ask them to verbally tell you of an adult that they trust in school and outside of school and write the answer for them or write the answer they tell you on a piece of paper and have them copy it onto their evaluation.*
 - Collect the evaluations

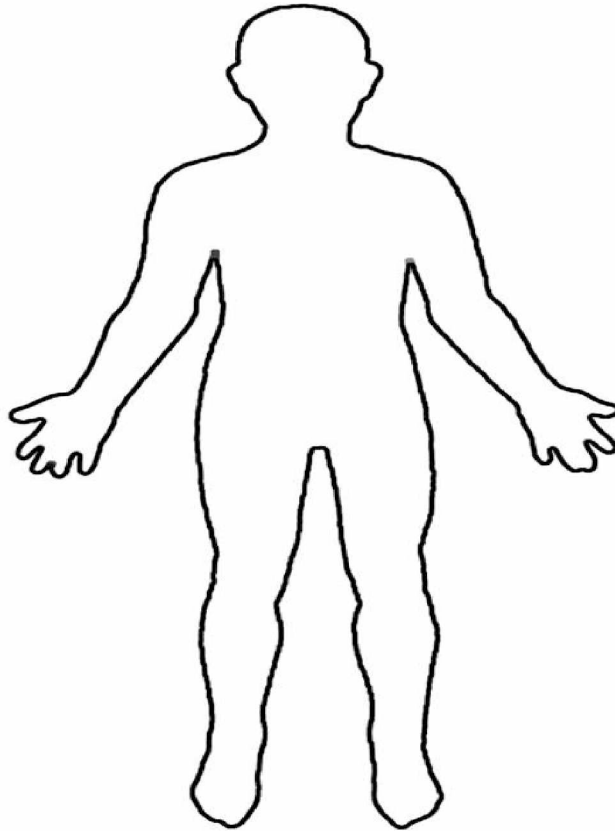
This lesson plan was created based on the following resources:

- Childhelp Speak Up Be Safe. (2015). *Prevention education curriculum* [website]. Retrieved from: <https://www.childhelp.org/subs/childhelp-speak-up-be-safe>.
- Safer, Smarter Kids. (2016). *About safer, smarter kids* [website]. Retrieved from: <https://safersmarterkids.org/teachers/about>.
- School Counseling by Heart. (2013). *Personal safety lessons* [website]. Retrieved from: <http://www.schoolcounselingbyheart.com/category/personal-safety/>.

Name: _____

Body Safety Evaluation

1.



2. I know the 3 steps to take if anyone ever gives me an unsafe touch:

3. I can identify an adult I trust in school and outside of school:

First Grade Lesson Sequence

Lesson 1: Introduction to Body Safety

- Identifying Trusted Adults
- “I Mean Business Voice”

Lesson 2: Body Boundaries

- No, Go, & Tell

Lesson 3: Safe & Unsafe Secrets

Lesson 4: Disclosing Unsafe Secrets

- Identifying Tricky People

Lesson 5: Body Safety Review Day

Lesson 2: Body Boundaries

Grade: 1st Grade

Time: Approximately 30 minutes

ASCA Student Standards:

Personal/Social Domain

- Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.
 - Competency A1: Acquire Self-Knowledge
 - PS:A1.7: Recognize personal boundaries, rights, and privacy needs
 - PS:A2.6: Use effective communications skills
- Standard C: Students will understand safety and survival skills.
 - Competency C1: Acquire Personal Safety Skills
 - PS:C1.3: Learn about the differences between appropriate and inappropriate physical contact
 - PS:C1.4: Demonstrate the ability to set boundaries, rights, and personal privacy
 - PS:C1.6: Identify resource people in the school and community, and know how to seek their help

Learning Objective(s):

Students will be able to:

- identify body boundaries
- understand that they have the right to say who touches their body
- understand how to refuse unsafe touches
- understand that they should tell a trusted adult about body boundary touching
- understand how to tell an adult about any touch that makes them feel unsafe

Materials: Book: *I Can Play It Safe* by Alison Feigh, Body Boundaries Worksheet

Procedure:

1. **Review Previous Lesson:** Lesson 1: Introduction to Body Safety
2. **Introduce:** Today we are going to talk about body boundary safety and what to do if we ever feel unsafe.
3. **Discuss:** A boundary is something that shows where an area begins and another ends. Give examples: sports games, fences, games (i.e., you cannot cross this line or you're "out"). Our bodies also have boundaries, and we call those body boundaries. Our body boundaries are areas on our bodies that a swimsuit covers. *Visually show students by using Body Boundaries worksheet.*
4. **Discuss:** No one should touch your body boundary areas. Sometimes if your body boundaries hurt or you need help getting clean, a parent helps you. Sometimes a doctor might need to check it out if you're hurt. If a doctor were checking you, your parent or whoever usually takes you to the doctor would be there.

- Some adults have a touching sickness and will keep touching someone in unsafe ways until another adult knows. If anyone touches or tries to touch the body boundaries on your body or tries or makes you touch the body boundaries on their body, you need to tell a trusted adult.
 - Always tell a trusted adult about body boundary touching, even if the person touching: *tells you not to tell, says you'll get in trouble, says that no one will believe you, says they will hurt you.* If the trusted adult doesn't believe you, tell another adult until somebody does.
 - I'm going to read a book that explains what these kind of unsafe or "uh-oh" touches look like and what to do if we ever have unsafe feelings, touches, or secrets.
5. **Read and Discuss:** Read: *I Can Play It Safe*. Discuss concepts on each page: check first, trust "uh-oh" feelings, tell adults about "uh-oh" feelings and touches, identify adults you trust keep you safe.
 6. **Discuss:** If someone is touching you in an unsafe way, you need to look them in the eye and in your "I Mean Business Voice" say, " **No**, Stop, I don't like it!" and then you **GO** and then you **TELL** an adult you trust about what happened.
 - *Explain that sometimes it can be hard for kids to say "no," and get away – explain that it's not kids fault. It is important to tell a trusted adult so they can help keep you safe.*
 7. **Practice:** Call on all students (in pairs) to come up to the front of the room and practice:
 - No** (in their "I Mean Business Voice")
 - Go** (by running in place)
 - & Tell** (by telling you "someone touched me and I didn't like it")
 8. **Activity:** Have students color a picture of them with a swimsuit covering their body boundary areas.

Assessment: While students are coloring, circulate them room and ask them to identify a trusted adult in school and outside of school that they could tell about an unsafe touch.

This lesson plan was created based on the following resources:

Childhelp Speak Up Be Safe. (2015). *Prevention education curriculum* [website]. Retrieved

from: <https://www.childhelp.org/subs/childhelp-speak-up-be-safe>.

Safer, Smarter Kids (2016). *About safer, smarter kids* [website]. Retrieved from:

<https://safersmarterkids.org/teachers/about>.

School Counseling by Heart. (2013). *Personal safety lessons* [website]. Retrieved from:

<http://www.schoolcounselingbyheart.com/category/personal-safety/>.

Lesson 4: Disclosing Unsafe Secrets

Grade: 1st Grade

Time: Approximately 30 minutes

ASCA Student Standards:

Personal/Social Domain

- Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.
 - Competency A1: Acquire Self-Knowledge
 - PS:A1.7: Recognize personal boundaries, rights, and privacy needs
 - PS:A2.6: Use effective communications skills
- Standard C: Students will understand safety and survival skills.
 - Competency C1: Acquire Personal Safety Skills
 - PS:C1.3: Learn about the differences between appropriate and inappropriate physical contact
 - PS:C1.4: Demonstrate the ability to set boundaries, rights, and personal privacy
 - PS:C1.6: Identify resource people in the school and community, and know how to seek their help

Learning Objective(s):

Students will be able to:

- understand that they must tell an adult about any unsafe feelings, touches, or secrets
- understand how to tell an adult about anything that makes them feel unsafe
- practice disclosing unsafe secrets
- identify “tricks” some people may use to get kids not to share secrets

Materials: Book: *Some Secrets Should Never Be Kept* by: Jayneen Sanders

Procedure:

1. **Review Previous Lesson:** Lesson 3: Safe & Unsafe Secrets
2. **Introduce:** Today we are going to learn about how to tell a trusted adult about an unsafe secret.
3. **Discuss:** Sometimes it can be hard to tell trusted adults about unsafe secrets. *Explain that it's not the kid's fault and it's never too late to tell a secret about touching. It is important to tell a trusted adult so they can help keep you safe.*
4. **Read:** *Some Secrets Should Never Be Kept*
5. **Discuss:** There are lots of reasons why telling someone about a problem can be hard. You might be afraid of being blamed, even though it's never your fault if you get an unsafe feeling or someone asks you to keep an unsafe secret, or you might be a bit embarrassed. But you should never keep a touching secret. You can always tell an adult you trust and get help.
 - Sometimes we try to tell an adult about a problem but they do not listen. If you tried to tell your trusted adult about a problem and he or she didn't hear you, what could

you do? You could try again. If that didn't work, what could you do? You could tell someone else. You should tell and keep telling until someone helps you.

6. **Activity:** Students role-play telling an adult about a touch they don't like. *Remind students that the activity is pretend.* Let the children practice the language they would use. Then divide the class into two groups, "Adult" and "Child." The "Child" group tells the "Adult" group about a touch they don't like. Then students reverse roles and repeat the process.

Assessment: Check for understanding during activity and ask the children to tell you all the things they now know about telling secrets. It is most important to emphasize that they should keep telling until they get help.

This lesson plan was created based on the following resources:

Childhelp Speak Up Be Safe. (2015). *Prevention education curriculum* [website]. Retrieved

from: <https://www.childhelp.org/subs/childhelp-speak-up-be-safe>.

Safer, Smarter Kids (2016). *About safer, smarter kids* [website]. Retrieved from:

<https://safersmarterkids.org/teachers/about>.

School Counseling by Heart. (2013). *Personal safety lessons* [website]. Retrieved from:

<http://www.schoolcounselingbyheart.com/category/personal-safety/>.

Second Grade Lesson Sequence

Lesson 1: Introduction to Body Safety

- Identifying Trusted Adults
- “I Mean Business Voice”

Lesson 2: Body Boundaries

- No, Go, & Tell

Lesson 3: Safe vs. Unsafe Secrets

- Identifying Tricky People

Lesson 4: Lesson 4: Disclosing Unsafe Secrets

- Identifying Tricky People

Lesson 5: Body Safety Review Day

Lesson 2: Body Boundaries

Grade: 2nd Grade

Time: Approximately 30 minutes

ASCA Student Standards:

Personal/Social Domain

- Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.
 - Competency A1: Acquire Self-Knowledge
 - PS:A1.7: Recognize personal boundaries, rights, and privacy needs
 - PS:A2.6: Use effective communications skills
- Standard C: Students will understand safety and survival skills.
 - Competency C1: Acquire Personal Safety Skills
 - PS:C1.3: Learn about the differences between appropriate and inappropriate physical contact
 - PS:C1.4: Demonstrate the ability to set boundaries, rights, and personal privacy
 - PS:C1.6: Identify resource people in the school and community, and know how to seek their help

Learning Objective(s):

Students will be able to:

- identify body boundaries
- understand that they have the right to say who touches their body
- understand how to refuse unsafe touches
- understand that they should tell a trusted adult about body boundary touching
- understand how to tell an adult about any touch that makes them feel unsafe

Materials: Book: *I Said No!* By Zach and Kimberly King

Procedure:

- **Review Previous Lesson:** Lesson 1: Introduction to Body Safety
- **Introduce:** Today we are going to talk about body boundary safety and what to do if we ever feel unsafe.
- **Discuss:** A boundary is something that shows where an area begins and another ends. Give examples: sports games, fences, games (i.e., you cannot cross this line or you're "out"). Our bodies also have boundaries, and we call those body boundaries. Our body boundaries are areas on our bodies that a swimsuit covers. *Visually show students by using Body Boundaries worksheet.*
- **Discuss:** No one should touch your body boundary areas. Sometimes if your body boundaries hurt or you need help getting clean, a parent helps you. Sometimes a doctor might need to check it out if you're hurt. If a doctor were checking you, your parent or whoever usually takes you to the doctor would be there.

- Some adults have a touching sickness and will keep touching someone in unsafe ways until another adult knows. If anyone touches or tries to touch the body boundaries on your body or tries or makes you touch the body boundaries on their body, you need to tell a trusted adult.
- Always tell a trusted adult about body boundary touching, even if the person touching: *tells you not to tell, says you'll get in trouble, says that no one will believe you, says they will hurt you.* If the trusted adult doesn't believe you, tell another adult until somebody does.
- **Read:** *I Said No!*
- **Discuss/Model:** If anyone touches or tries to touch the body boundaries on your body or tries or makes you touch the body boundaries on their body, you need to look them in the eye and in your "I Mean Business Voice" say, "**No**, Stop, I don't like it!" and then you **GO** and then you **TELL** an adult you trust about what happened you need to tell a trusted adult. An "I Mean Business Voice" is one that is loud and lets the other person know you are serious. *Explain that sometimes it can be hard for kids to say "no," and get away – explain that it's not the kid's fault. It is important to tell a trusted adult so they can help keep you safe.*
- **Practice:** Have students work in pairs and practice:
 No (in their "I Mean Business Voice")
 Go (by running in place)
 & Tell (by telling you "someone touched me and I didn't like it")
 Next, have students perform "No, Go, & Tell" in front of the class, in pairs.
- **Activity:** Have students color a picture of them with a swimsuit covering their body boundary areas and write "No, Go, & Tell" on the picture.

Assessment: While students are coloring, circulate them room and ask them to identify a trusted adult in school and outside of school that they could tell about an unsafe touch.

This lesson plan was created based on the following resources:

Childhelp Speak Up Be Safe. (2015). *Prevention education curriculum* [website]. Retrieved

from: <https://www.childhelp.org/subs/childhelp-speak-up-be-safe>.

Safer, Smarter Kids (2016). *About safer, smarter kids* [website]. Retrieved from:

<https://safersmarterkids.org/teachers/about>.

School Counseling by Heart. (2013). *Personal safety lessons* [website]. Retrieved from:

<http://www.schoolcounselingbyheart.com/category/personal-safety/>.

Lesson 4: Disclosing Unsafe Secrets

Grade: 2nd Grade

Time: Approximately 30 minutes

ASCA Student Standards:

Personal/Social Domain

- Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.
 - Competency A1: Acquire Self-Knowledge
 - PS:A1.7: Recognize personal boundaries, rights, and privacy needs
 - PS:A2.6: Use effective communications skills
- Standard C: Students will understand safety and survival skills.
 - Competency C1: Acquire Personal Safety Skills
 - PS:C1.3: Learn about the differences between appropriate and inappropriate physical contact
 - PS:C1.4: Demonstrate the ability to set boundaries, rights, and personal privacy
 - PS:C1.6: Identify resource people in the school and community, and know how to seek their help

Learning Objective(s):

Students will be able to:

- understand that they must tell an adult about any unsafe feelings, touches, or secrets
- understand how to tell an adult about anything that makes them feel unsafe
- practice disclosing unsafe secrets
- identify “tricks” some people may use to get kids not to share secrets

Materials: Book: *Mia’s Secret* by Peter Ledwon, Good Secrets Box, Good/Safe and Bad/Unsafe Secrets Cards

Procedure:

1. **Review Previous Lesson:** Lesson 3: Safe & Unsafe Secrets
2. **Introduce:** Today we are going to learn about how to tell a trusted adult about an unsafe secret.
3. **Discuss:** Sometimes it can be hard to tell trusted adults about unsafe secrets. *Explain that it’s not the kid’s fault and it’s never too late to tell a secret about touching. It is important to tell a trusted adult so they can help keep you safe.*
4. **Activity:** Each student comes to the front of the group and takes a secret scenario card. If it is a bad/unsafe secret they practice telling the counselor/teacher the secret. If it is a good/happy secret they put the secret in the Good Secret box. Students who had good secrets get a second turn with a bad/unsafe secret so that they can practice. The good secrets come out of the box at the end of the class because good secrets are only secret for a little while.
5. **Discuss:** There are lots of reasons why telling someone about a problem can be hard. You might be afraid of being blamed, even though it’s never your fault if you get a unsafe feeling

or someone asks you to keep an unsafe secret, or you might be a bit embarrassed. But you should never keep a touching secret. You can always tell an adult you trust and get help.

8. Sometimes we try to tell an adult about a problem but they do not listen. If you tried to tell your trusted adult about a problem and he or she didn't hear you, what could you do? You could try again. If that didn't work, what could you do? You could tell someone else. You should tell and keep telling until someone helps you. The book I'm going to read tells a story about how one girl found a way to tell her trusted adult about an unsafe secret that she had been keeping.

9. **Read:** *Mia's Secret*

Assessment: Ask students about *Mia's Secret* and check for understanding. What tricks did the man play on Mia to get her not to tell? Who helped Mia tell her mom about the secret? How do you think Mia felt after her mom knew about the secret? What are other ways kids can tell a trusted adult a bad/uncomfortable secret if they're not sure how to? (write a note, draw a picture, say, "I have something to tell you but don't know how to say it")

This lesson plan was created based on the following resources:

Childhelp Speak Up Be Safe. (2015). *Prevention education curriculum* [website]. Retrieved from: <https://www.childhelp.org/subs/childhelp-speak-up-be-safe>.

Safer, Smarter Kids (2016). *About safer, smarter kids* [website]. Retrieved from: <https://safersmarterkids.org/teachers/about>.

School Counseling by Heart. (2013). *Personal safety lessons* [website]. Retrieved from: <http://www.schoolcounselingbyheart.com/category/personal-safety/>.

Good/Safe and Bad/Unsafe Secrets Activity Cards

Someone tells you to keep a secret about:

flowers for your teacher

Someone tells you to keep a secret about:

a surprise party

Someone tells you to keep a secret about:

where they hide for hide and seek

Someone tells you to keep a secret about:

a birthday present

Someone tells you to keep a secret about:

a special handshake

Someone tells you to keep a secret about:

a Mothers' Day card you made

Someone tells you to keep a secret about:

hurting

Someone tells you to keep a secret about:

punching

Someone tells you to keep a secret about:

hitting

Someone tells you to keep a secret about:

a gun or sharp knife

Someone tells you to keep a secret about:

them making you touch
their body boundaries

Someone tells you to keep a secret about:

them touching your body boundaries

Someone tells you to keep a secret about:

Bullying

Someone tells you to keep a secret about:

a threat

Someone tells you to keep a secret about:

looking at pictures on the computer

Someone tells you to keep a secret about:

taking off your clothes

Someone tells you to keep a secret about:

hugging

Someone tells you to keep a secret about:

a touching game

Someone tells you to keep a secret about:

Tickling

Someone tells you to keep a secret about:

wrestling

Someone tells you to keep a secret about:

looking at body boundaries

Someone tells you to keep a secret about:

watching a grown-up movie

Someone tells you to keep a secret about:

a present they gave you

Someone tells you to keep a secret about:

playing a grown-up game

Family Letter

Today's Lesson: Lesson 1: Introduction to Body Safety

In today's safety lesson we talked about how to:

- identify whether a touch is safe or unsafe
- understand how to refuse unsafe touches
- understand that they should tell a trusted adult about any unsafe touch
- identify trusted adults

Parent Connection

The most important part of sexual abuse prevention is open and honest communication between parent/caregiver and child. As caregivers, we often assume our children know we are there for them no matter what, but by providing them with ample individual attention, we give them support, guidance and an outlet to tell us anything. This open forum will not only build trust, but also will increase their self-confidence and self-worth.

Children don't always share abuse directly. They might tell you a story about a friend or ask you a question. Follow up any time your child shares something that makes you uncomfortable. If a child shares information about abuse with you, stay calm and get help. The Childhelp National Child Abuse Hotline at 1-800-4-A-CHILD is available 24 hours a day, 7 days a week and is a confidential, anonymous hotline that can help you figure out your next steps to keep your child safe.

Tips to Further Today's Lesson at Home

- Ask your child to show you their "I Mean Business Voice."
- Work with your child to complete the "My 3 Trusted Adults" worksheet. Please identify three trusted adults in your child life. *A trusted adult is someone who makes your student feel safe. They are the people your student can tell if they ever feel unsafe or if someone gives them an unsafe touch.* Please have your student return the worksheet to their teacher.

Thank you for playing an active role in keeping your child safe!

[Elementary School Counselor Name]

Please visit [alaskacounselor.com] for more information about how to keep children safe

If you have any questions, concerns, or comments please reach me at [schoolcounselor@schooldistrict.org] or [907-123-4567]

Family Letter

Today's Lesson: Lesson 2: Body Boundaries

In today's safety lesson we talked about how to:

- identify body boundaries
- understand that they have the right to say who touches their body
- understand how to refuse unsafe touches
- understand that they should tell a trusted adult about body boundary touching
- understand how to tell an adult about any touch that makes them feel unsafe

Parent Connection

Approximately 90% of CSA victims know who their perpetrator is before the abuse occurs. Of children who are sexually abused, 30% experience the abuse by a family member, whereas 60% is completed by someone the family knows and trusts.

Perpetrators of CSA often engage in a type of seduction stage, commonly called “grooming” but also known as “luring,” “entrapment,” or “subjection” preceding the actual sexual abuse. Grooming is defined as a process by which a person prepares a child, significant adults, and the environment for the abuse of a child. Specific goals include gaining access to the child, gaining the child's compliance and maintaining the child's secrecy to avoid disclosure. This process serves to strengthen the offender's abusive pattern, as it may be used as a means of justifying or denying their actions. Knowing the grooming tactics of perpetrators is critical for protecting children against child sexual abuse. For more information about the grooming process, contact your student's school counselor.

Tips to Further Today's Lesson at Home

- Ask your child : What are body boundaries? What can you tell me about No, Go, & Tell?
- Let your child know that you want him/her to talk to you, and that you will listen and believe them if they ever share unsafe secrets or unsafe situations with you. Remind them that unsafe secrets – secrets that put them in danger or secrets about abuse – are always okay to tell. These types of secrets should not be kept secret.

Thank you for playing an active role in keeping your child safe!

[Elementary School Counselor's Name]

Please visit [\[alaskacounselor.com\]](http://alaskacounselor.com) for more information about how to keep children safe

If you have any questions, concerns, or comments please reach me at [\[schoolcounselor@schooldistrict.org\]](mailto:schoolcounselor@schooldistrict.org) or [\[907-123-4567\]](tel:907-123-4567)

Family Letter

Today's Lesson: Lesson 3: Safe & Unsafe Secrets

In today's safety lesson we talked about how to:

- understand that they have the right to say who touches their body
- identify the difference between good/safe and bad/unsafe secrets
- understand that they must tell a trusted adult about any unsafe touches or secrets
- identify "tricks" some people may use to get kids to not share secrets

Parent Connection

Child sexual abuse is often the most difficult form of abuse to detect because of the secrecy upon which it relies. It rarely involves just a single incident and usually occurs over a number of years. In many cases of sexual abuse, the victim is often made to feel guilty for what is happening to them. Let your student know that you want him/her to talk to you, and that you will listen and believe them if they ever share unsafe situations/secrets with you. Remind them that bad secrets – secrets that put them in danger or secrets about abuse – are okay to tell. These types of secrets should not be kept secret.

Tips to Further Today's Lesson at Home

- Ask your child: What is a good/safe secret? What is a bad/unsafe secret?
- Ask your child to share a good secret with you and a (pretend) bad secret with you.

Thank you for playing an active role in keeping your child safe!

[Elementary School Counselor's Name]

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Family Letter

Today's Lesson: Lesson 4: Disclosing Unsafe Secrets

In today's safety lesson we talked about how to:

- understand that they must tell an adult about any unsafe feelings, touches, or secrets
- understand how to tell an adult about anything that makes them feel unsafe
- practice disclosing unsafe secrets
- identify "tricks" some people may use to get kids not to share secrets

Parent Connection

If your child discloses sexual abuse to you, realize that this is a rare moment and your child is among the courageous.

- It is important that you control your own emotions by remaining calm. Do not show disbelief, shock, or anger. Don't place blame or pass judgment. Take a deep breath and take it slow. Your reaction can potentially determine how much information the child is willing to disclose. Children who receive affirmation, support, and protection can and do heal from abuse. Tell the child, "I believe you" and, "It's not your fault." Praise your child for telling you. Listen closely but don't ask specific questions. Instead, ask open-ended questions like, "What happened next?" or, "Tell me more."
- Find out about the next steps to take by calling the Childhelp National Child Abuse Hotline at 1-800-4-A-CHILD. The hotline is available 24 hours a day, 7 days a week and is a confidential, anonymous hotline that can help you figure out your next steps to keep your child safe.

Tips to Further Today's Lesson at Home

- Ask your child: What is a good/safe secret? What is a bad/unsafe secret?
- Ask your child how they would tell you if they ever had an unsafe feeling or secret.

Thank you for playing an active role in keeping your child safe!

[Elementary School Counselor's Name]

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**If you have any questions, concerns, or comments please reach me at
schoolcounselor@schooldistrict.org or [907-123-4567]**

Family Letter

Today's Lesson: Lesson 5: Review/Safety Game Day

In today's safety lesson we talked about how to:

- identify whether a touch is safe or unsafe
- understand how to refuse unsafe touches
- identify trusted adults
- identify body boundaries
- understand that they must tell a trusted adult about body boundary touching
- identify the difference between good/safe and bad/unsafe secrets
- identify “tricks” some people may use to get kids to not share secrets
- understand that they must tell an adult about any unsafe feelings, touches, or secrets
- understand how to tell an adult about anything that makes them feel unsafe

Parent Connection

The most important part of sexual abuse prevention is open and honest communication between parent/caregiver and child. As caregivers, we often assume our children know we are there for them no matter what, but by providing them with ample individual attention, we give them support, guidance and an outlet to tell us anything. This open forum will not only build trust, but also will increase their self-confidence and self-worth.

Children don't always share abuse directly. They might tell you a story about a friend or ask you a question. Follow up any time your child shares something that makes you uncomfortable. If a child shares information about abuse with you, stay calm and get help. The Childhelp National Child Abuse Hotline at 1-800-4-A-CHILD is available 24 hours a day, 7 days a week and is a confidential, anonymous hotline that can help you figure out your next steps to keep your child safe.

Tips to Further Today's Lesson at Home

- Today's lesson was a review of all the body safety concepts that your child has been learning throughout the year.
- Ask your child to share everything that they have learned about keeping their bodies safe. Remind your child that they can talk with you about any feeling, touch, or secret that makes them feel unsafe.

Thank you for playing an active role in keeping your child safe!

[Elementary School Counselor's Name]

Please visit [\[alaskacounselor.com\]](http://alaskacounselor.com) for more information about how to keep children safe

If you have any questions, concerns, or comments please reach me at [\[schoolcounselor@ schooldistrict.org\]](mailto:schoolcounselor@ schooldistrict.org) or [907-123-4567]

Appendix B: Application References

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